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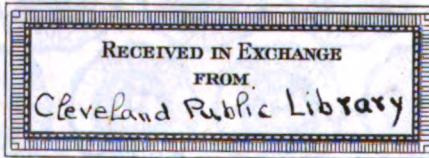
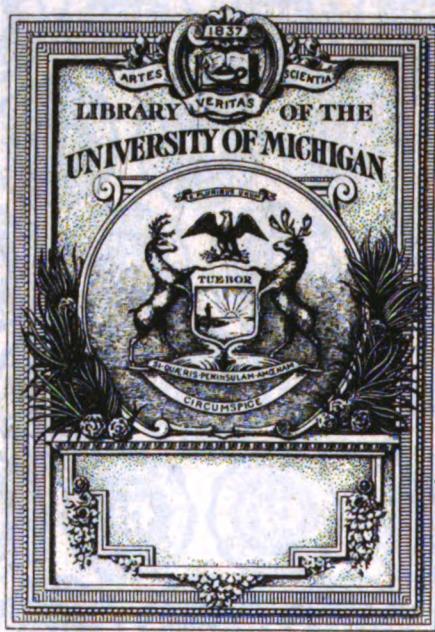
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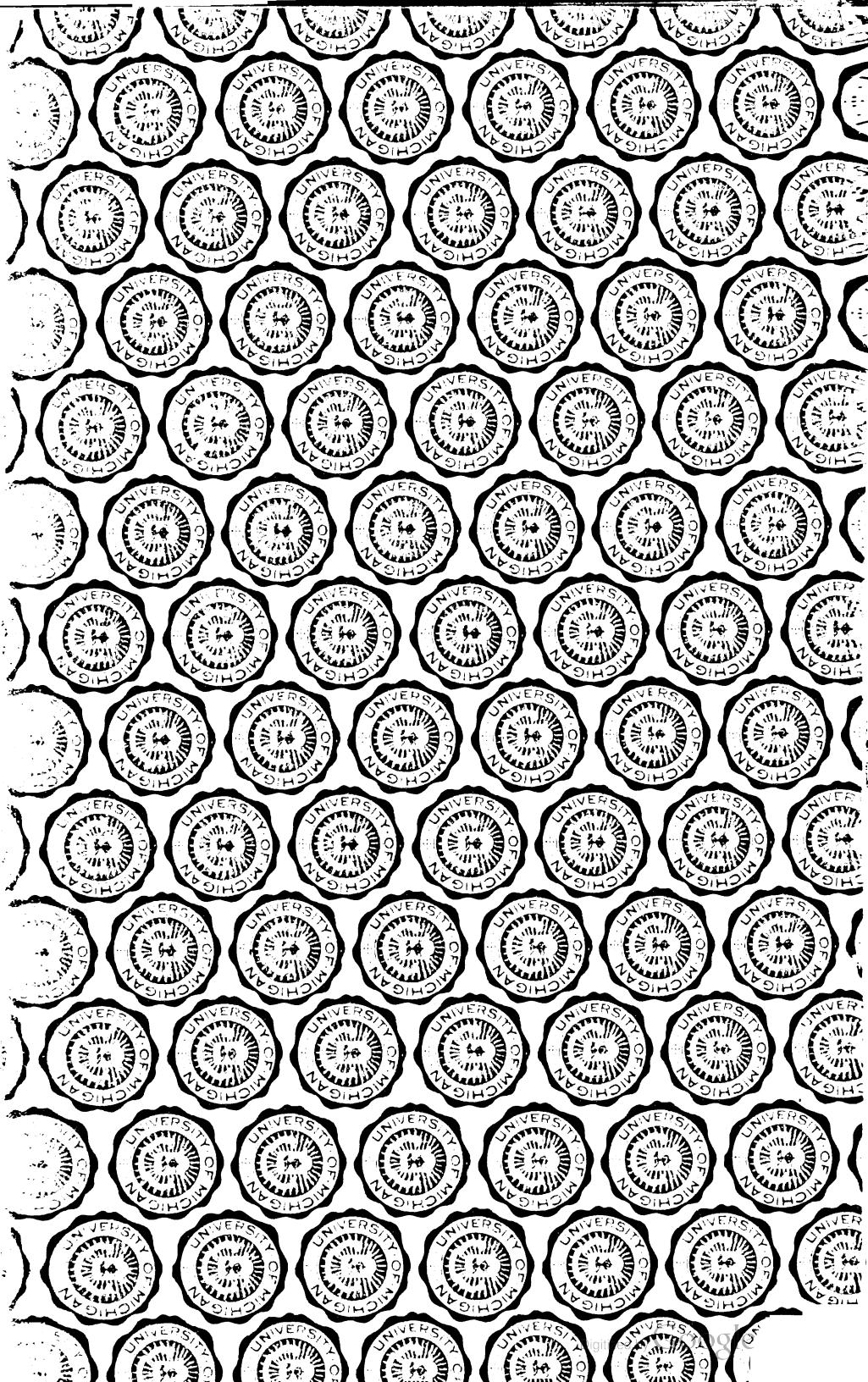
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THE
OHIO EDUCATIONAL MONTHLY

—AND—

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Organ of the Ohio Teachers' Association.

W. D. HENKLE, EDITOR.

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THE
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—AND—

THE NATIONAL TEACHER.

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STRAY THOUGHTS.

[The following remarks were made by Geo. J. Luckey, Superintendent of the Public Schools of Pittsburgh, at the last City Institute. They contain some very suggestive thoughts and deserve a careful reading. Some teachers may feel that they are personally hit. Unfortunately this class will not be apt to see this production, they not generally being diligent readers of school journals.]

A year, by common consent, is made the unit of time, and it is natural for us to review the past, and calculate for the future, by years.

We measure time from different starting-points: from great holidays and from the happening of great national events. As Christians, we measure time, from the birth of Christ; as Americans, from the date of the adoption of the Declaration of Independence. Hence, on the completion of the hundredth year of our existence as a nation, we reviewed with pride the progress we had made as a people; and speculated much as to our future; the mistakes of our fathers were also called to our attention, and every effort was made to fix them on the memory of the present generation, so that as a nation we might avoid them in the future.

Governments, railroads, banking institutions, and corporations of all kinds, annually inspect their condition and use the results obtained to provide for greater success in the future.

of the best results which have yet been reached in this most important part of school work by the men and women of the most successful experience, while the others teach just as they themselves were taught twenty, thirty, fifty years ago.

A few weeks ago, a missionary lady in Turkey, the widow of one who was educated at the College at Marietta, sent home a few implements illustrating agricultural and domestic life as it is there now. Among them were a spinning-wheel, a plow, and a mill for grinding grain. The mill consists of two small stones, the upper and nether of the structure, and is operated as in the time of Christ by two women grinding together, one holding the nether stone and slowly pouring in the grain and the other moving the upper stone backward and forward. The plow is of the simplest, rudest form, and is said to be of the same construction as those used in that land three thousand years ago. To us this seems almost incredible, and we can but pity the poor people who use such implements. But they need our pity little more than those parents who are compelled to send their young children to teachers who know nothing of the best methods of elementary instruction. The bit of sharpened iron with which the Syrian of to-day, as in the days of Elisha the prophet, scratches the surface of his field, is no more inferior to the beautiful plows which our best farmers use, than are the poorest schools as compared with the best, as taught here in the valley of the Ohio in this year of our Lord 1879.

If there is one class who should be familiar with the best methods of doing the work entrusted to them, it is the teachers of our youth, and this is especially true of those who attempt to teach beginners. The bright boy or girl of a dozen or fourteen years may make good progress even with a poor teacher, for his text-book is before him and he has the key with which to secure its treasures. But the little folks are dependent upon the teacher alone. If she is ignorant and unskilful they suffer. They not only make little or no present progress, their future advancement will be rendered more difficult. It is bad enough that the first periods of the school life should be largely or wholly wasted; it is still worse that the evil effects of poor teaching should remain through the whole educational period. And no one bewails this more than the sensitive teacher herself, when she finds out what good teaching is. Then she would give any sum if she could have the opportunity of taking these children again as they were when they first came under her care.

In no department of education are the advantages of city and town superintendence so manifest as in that of elementary instruction. A young lady of quick, active mind, and well educated—and no other ought to assume the duties of the schoolroom—will in a few weeks, under the guidance of an experienced and skilful superintendent, prepare herself to do excellent work; while another, of equal natural endowments and the best general education, may flounder on for years, if she is dependent on her own experience alone for her methods. A few weeks of practice under the daily supervision of a competent superintendent will bring a young teacher up to a higher point of real excellence and efficiency than years of unaided efforts.

In our well-managed city schools there is another advantage for the young teacher. There will probably be some one or more rooms under the care of teachers of remarkable ability and success. A few hours spent in such a room, seeing just how the whole school work is done, must be of incalculable advantage to the new teacher. I shall never forget a visit paid to one of the great school buildings of Cincinnati a dozen years ago or more. The superintendent of the Public Schools of Chicago had been sent to the Queen City to examine her schools, and by invitation I spent a half day with the superintendents. The building we visited contained some twelve hundred children, with twenty or more teachers, all under the charge of Mr. W. E. Crosby. We went into every room of the great building and saw something of the work of every teacher. Everything was admirable, but especially so was the elementary reading. The children were all or nearly all, of German parentage, but I do not recall a single instance of poor reading. There was no mere calling of words, no monotonous drawl, no stopping to spell an unfamiliar word; but the whole was natural and simple, giving the sense as accurately as a trained elocutionist could have done it. I wished then and I have often wished since that every teacher in Ohio could see what could be done for little children in the matter of reading by thoroughly trained teachers.

It cannot be enjoined too emphatically upon teachers, and especially upon those who are to do first work in the great educational cause, *to visit good schools*, make yourself familiar by personal observation, with the best methods of the most successful teachers. She who has the making of a true teacher but hitherto has had no opportunities of witnessing the best

work, will find a visit to schools like those in Cincinnati a kind of inspiration to her. She never can be what she was before. Unconsciously she will be lifted up to a high plane, she will breathe a purer atmosphere, and the development of those little ones under her plastic hand will be to her a source of constant joy. You will never hear her lamenting that she cannot teach the higher branches, but is condemned to the drudgery of teaching reading and spelling, with a little arithmetic and geography. The higher the intelligence and capacity of a teacher the more enjoyment will she find in her work, no matter where it comes in the educational stage. Let me repeat that good teaching in elementary education will rarely be done without special preparation. Avail yourself of the best Normal instruction within your reach, and do not neglect the observation of what others have done. The young teacher should deem this as indispensable as the artist does the study of the old masters. Directions and descriptions cannot take the place of personal inspection. The young artist who has sat for hours and days before Raphael's immortal Madonna, in that room in the great Dresden gallery where no other picture is allowed a place, will never lose the recollection or the influence. And so the young instructor who has seen, not the picture of a mother and child upon canvas, but the living teacher surrounded by living children, with every face radiant and every heart pulsating with joy, as they are led along the flowery paths of knowledge, will find it a perpetual stimulus to her in her work; she can derive from it nutriment in the strength of which she will go, not forty days merely, as did Elijah of old in Mt. Horeb, but all her teaching life.

TOO MUCH TIME IS GIVEN TO THE COMMON BRANCHES.

I have dwelt the longer upon this point, as I regard it as one of the most important of the teacher's work. The two greatest obstacles in the way of educational progress are (*a*) this lack of skill in elementary instruction, and the ignorance of good methods on the part of so many teachers, and (*b*) the undue time given to the so-called common branches. It is true that for this second obstacle, the teacher is not so directly responsible as for the first, and yet the improvement in our educational work, and the removal of obstacles, will in almost every case originate with those who are themselves engaged in the work of instruction. In the last report of the Commissioner of Schools

in Ohio, as in previous reports, the number of pupils who are studying each one of the branches taught in the public schools is given. Setting aside reading, spelling, drawing, writing, etc., there are twenty-five different studies enumerated, arithmetic heading the list with 484,027 pupils, and French ending it with 110. We have no other means of ascertaining the relative attention given to the different branches, than taking the number of pupils studying them respectively. We find that arithmetic absorbs fifty per cent of the whole, geography twenty-three and a half, and grammar eighteen; thus these three branches occupy over ninety-one per cent of all the time in the public schools of Ohio, leaving less than nine per cent for the other twenty branches. This, remember, includes all the high schools and grammar schools of the cities and large towns, as well as the ungraded schools of the country districts. The amount of time thus given to these three branches, is enormously out of proportion. This aggregate should, in my judgment, be reduced at least one-half. If twenty per cent were given to arithmetic, and ten per cent each to geography and grammar, the allowance would be ample. At present, in very many of the country schools, nothing beyond these three is ever taught; and in the best graded schools of the towns and cities, the poor children are usually put through three treatises in two of these branches, and probably two in the third. And each additional treatise goes over the ground traversed by the previous book or books. Take arithmetic. I open Part Third of a series used in many of the schools. The pupil has been through two arithmetics already, remember, the first being confined to the ground rules, and the second repeating all that, and going well through the succeeding topics. Now in Part Third there are 382 examples in addition, subtraction, multiplication, division, which the pupil must perform for the sake of practice, when he can probably perform such exercises as accurately, and nearly as rapidly, as the teacher himself. If he cannot, then the teachers of the previous schools have been greatly derelict in their duty. Now is not nine-tenths of the time spent on these examples virtually wasted?

Then we have *fractions*, with the same abundance and superabundance of examples, although that subject had been largely treated of in Part Second. This is followed by *percentage*, which of course is only an application of the fractional method. In per cent we have one hundred and fifty-eight examples, after

which follow interest, discount, etc., (which are all but modifications of per cent), with four hundred and fifty-six examples! That is, in percentage, interest, profit and loss, etc., there are six hundred and fourteen examples! Well may we ask, where is the society for the prevention of cruelty to children?

In these ways much precious time is absolutely wasted; wasted, I say, considering the amount and variety of knowledge which are necessary to constitute a good education. Even were there nothing else to learn, I hold that far too much time is given to these common branches. But think of the vast field of knowledge. Twenty-five different branches find a nominal place in the list of studies of the Ohio public schools; and were the time well divided, a considerable knowledge of each one of them might be obtained by the time a young man reaches his majority.

There is not a college in the land, at which a student of fair capacity and industry may not receive his bachelor's degree by the age of twenty or twenty-one. Yet many, some teachers as well, seem to think that until the age of fourteen or sixteen arithmetic, grammar, and geography should receive the whole attention. This would be a great wrong to our youth even if greater thoroughness in these branches were thereby secured. But the excessive time is not in the interest of thoroughness. The child becomes wearied and disgusted. Give him some variety in study. Let him have a glimpse of some other parts of the field of knowledge. History, elementary science, the beginnings of algebra and geometry, Latin, should all be commenced before the time when usually the three branches referred to are completed. By lads whose parents propose for them a liberal education, the study of Latin may be commenced at any time after the age of ten. And it may well be recommended as one of the most desirable and useful branches for all of either sex, who have a fair prospect of continuing at school till the close, say of the sixteenth year.

It belongs to the teacher to see that he does his own work in the most efficient manner, and that the time of his pupils be not wasted. I commend the whole subject to your earnest attention.

At an examination for State certificates in Illinois, held recently, the only successful candidate of those coming before the board for the first time, was a young man who took his degree at Marietta before he had completed his eighteenth year.

Marietta, Ohio.

DR. I. W. ANDREWS.

WHAT BOOKS SHALL WE READ?**THE QUESTION NOT ANSWERED.**

Books are multiplied so rapidly that it becomes a greater task every year to decide which ones are worthy of our attention, especially since the newspaper occupies so large a portion of one's reading time. The vastness of all branches of literature defies every attempt at a complete exploration of any of them. Every young learner, then, gladly welcomes any weighty advice that will assist him in his perplexity. In the last decade a number of volumes have appeared in which the author, in different essays, attempts to grapple with the subject. We refer to "Getting on in the World," "The Great Conversers," "Hours with Men and Books," etc. These sprightly volumes are from the pen of a gifted writer, a professor of English Literature in one of our large universities. They have had a wonderful sale; have passed through different editions, and have received the highest commendations from the learned educators of the land. They are vivacious, always readable, and show that their author has been a great reader in nearly every field of literature. Every page teems with facts and incidents; indeed they are a sort of an encyclopædia of illustrations rather than a philosophic grouping of facts bearing on the themes discussed. The author has written an essay, making a strong plea for the establishment of Professorships of Books and Reading. We expected to receive valuable assistance in this bewildering question from these works, but the reading of them has seemed to verify the saying of a great essayist, that a man cannot emphasize strongly one phase of a truth without doing violence to other phases of it. He commences his essay on "One Book" with the following paragraph:

"Among the maxims that have come down to us from antiquity there are few wiser than the Latin proverb, 'Beware of the man of one book!' By the 'man of one book' is meant, not, as some interpret the words, the man who has read but a single volume, but the person who has made some book his pet, his chosen companion—devoting his time to the critical, exclusive study of it, till, like the iron atoms of the blood, its ideas have become a part of his mental constitution."

This quotation gives a good idea of the thought running through the entire essay. After reading it we feel settled for a time on one point—that our aim should be to make a study of one author or of a few authors at most. We next pick up

his essay on "Professorships of Books and Reading," and notice this paragraph :

"The man of one book,' or of a few books, is, we fear, a Utopian dream, rather than a reality, in this nineteenth century. The young man who has a keen, vigorous appetite for knowledge, and who would be abreast with his age, will never be content to feed on a few choice authors, even though each be a library. He knows that as the Amazon and the Mississippi have hundreds of tributaries, so it is with every great stream of knowledge. He sees that such are the interrelations and overlappings of science that, to know one subject well, it is necessary to know something of a thousand others. * * * Above all, he knows that, as in our animal economy, it is a disastrous policy to eat exclusively the nitrates which contribute to the muscles, the phosphates which feed the brain and nerves, or the carbonates which develop fat, so we starve a part of our mental faculties if we limit our mental diet to a few dishes. The intellectual epicure who would feed on a few choice authors is usually the *laudator temporis acti*,—the indiscriminate eulogist of the past; and this, of itself, renders worthless all his recipes for mental culture, and cuts him off from the sympathy of the young. He is forever advising them to read only classic authors, which would be to live in an intellectual monastery."

This paragraph reads very much as if it were written for the express purpose of refuting the first paragraph, and it does refute it so thoroughly that we are entirely at sea on the point in regard to which he has undertaken to enlighten us.

Again, we read in the same essay :—

"An heroic freshman, full of enthusiasm, and burning to distinguish himself by some literary conquest, fancies that it would be a grand thing to possess himself of universal history, and so he attacks the history of the world, in seven volumes, by M. Chas. Rollin. He plods through Hume, Gibbon, Robertson, and other 'works which no gentleman's library should be without,' journeying over page after page with incredible patience, and with a scrupulous attention to notes, and, in rare cases, to maps, that is morally sublime. No tome is too thick for him, no type too small; whether the author is luminous or voluminous, it is all the same to him. Years pass, perhaps the young man graduates before the truth flashes upon him that the object of reading is not to know books, but things; that its value depends upon the insight it gives; and that it is no more necessary to remember the books that have made one wise than it is to remember the dinners that have made one strong. He finds that instead of enriching and invigorating his mind, he has taken the most effectual course to stultify it."

Had our eyes fallen on this paragraph a few years ago, our youthful energies would not have been wasted in that manner. We tried to economize our time, and journeyed through a num-

ber of those works with considerable patience and no small degree of perseverance. Now we see on his authority that such toil instead of strengthening our mind only stultified it. We read on in the same essay, and behold!—

"Let us suppose that a young man, on entering college, economizes the odds and ends of his time so far as to read thoughtfully twelve pages of history a day. This would amount, omitting Sundays, to about three thousand seven hundred pages, or twelve volumes of over three hundred pages each, in a year. At the end of his college course he would have read forty-eight volumes; enough to have made him master of all the leading facts, with much of the philosophy, of history; with the great paramount works of English literature; with the masterpieces (in translations) of French, German, Spanish, and Italian literature, and with not a little of the choicest periodical literature of the day. What a fund of knowledge, of wisdom, and of inspiration, would these forty-eight volumes, well chosen, well understood, and well digested, be to him! What a quickening, bracing, and informing study would even one great book prove! The histories of Hallam, Grote, Merivale, Mommsen, Milman, Macaulay, Motley; Clarendon's gallery of portraits, Gibbon's great historic painting; any one of these might date an epoch in the student's intellectual life."

We now breathe more freely. He has suggested what we tried to do—the very thing he has condemned only half a dozen pages back.

We read on in search of more advice:—

"A man may say that he has read Milton's minor poems, if he has skimmed over them lightly as he would skim over the columns of a newspaper, or if he dispatches them as a person boasted that he had gone through a geometry, in one afternoon, only skipping the A's and B's and crooked lines that seemed to have been thrown in to intercept his progress; but he has not read them to any good purpose until they have fascinated his imagination and sunk into his memory. Really great books must be read and re-read with ceaseless iteration, must be chewed and digested till they are thoroughly assimilated, till their ideas pass like the iron atoms of the blood into the mental constitution; and they hardly begin to give weight and power to the intellect till we have them so by heart that we scarcely need to look into them. It is not in the number of facts one has read that his intellectual power lies, but on the number he can bring to bear on a given subject, and in his ability to treat them as data, or factors of a new product, in an endless series."

This paragraph sounds very much like the one quoted from the other essay, but we refer to it now to show how emphatically he insists that books must be read with great care, "must be chewed and digested." We think that he has given some

wholesome advice on this point, and we turn over a few pages in the same essay, and find him saying—

"At this day, the art of reading, or at least one of the arts, is to skip judiciously,—to omit all that does not concern us, while missing nothing that we really need. Some of the best thinkers rarely begin a book at the beginning, but dive right into the middle, read enough to seize the leading idea, dig out the heart of it, and then throw it by. In this way a volume which cost the author five years of toil, they will devour at a night's sitting, with as much ease as a spider would suck the juices of a fly, leaving the wings and legs in the shape of a preface, appendix, notes, and conclusion for a boiled joint the next day."

How can we follow his suggestions when he advises us to go in opposite directions at the same time? We fail to find any advice given that he does not overthrow himself before he leaves the subject. His suggestions are made up of contradictions.

De Quincey's criticism of Locke's *Conduct of the Understanding* would apply very well to Professor Mathews's advice on Reading. De Quincey says: "According to Locke, the student is not to hurry, but again not to loiter; not to be too precipitate, nor yet too hesitating; not to be too confiding, but far less too suspicious; not to be too obstinate in his own opinions, yet again (for the love of God!) not too resigned to those of others; not too general in his divisions, but (as he regards his own soul) not too minute, etc., etc." In the same way Professor Mathews advises a thing very positively and then immediately throws out a caution not to do that thing. He thinks that a reader should confine himself to one author, but, at the same time, read all the other authors that he possibly can. He thinks it is stultifying for a young man to follow out a systematic course of reading simply because some one has recommended it, and yet he advocates the appointment of a professor to do that very thing. He thinks one should read a book very carefully and assimilate it, and still he asserts that one of the arts to be learned is how to skip and skim a book so that it may be disposed of in one evening, or in a short time at most. He often grows really eloquent in drawing a picture of how reading should be accomplished. We are entranced with the picture for a time. We admire its beauty, its symmetry, and are thoroughly convinced of its practicability as a model, when by some sudden transition that we can scarcely understand, he places another picture before us just the opposite of the former,

and claims for it also the merit of a true model. He simply bewilders. He leaves the young reader less able to settle the subject than he was before he had plodded through so many pages of contradictory advice.

W. W. GIST.

JAPAN NOTES.

[The following is from a letter written by Dr. T. C. Mendenhall, especially for his Columbus friends. It appeared in the *Dispatch*. We reproduce it omitting the first paragraph containing an incidental reference to the Ohio election, and to the long time it takes to get news from Ohio to Japan.—ED.]

AN EARTHQUAKE.

We had a nice earthquake about noon to-day, while we were sitting at lunch. It is the second we have enjoyed since our arrival. The building, table, glasses, etc., shook for just about a minute, as I took the time by my watch. The sensation is peculiar, I confess, especially as you don't know what minute the earth may open under you. Nineteen *destructive* earthquakes have already occurred here this century, and it is now *past time* for another—cheerful, isn't it?

THE FIRST JAPANESE LECTURE.

I had only been at work in the University three or four days when I was invited by one of the native professors to give some lectures before a strictly Japanese audience in one of the large theatres of the city. The audiences would understand only their native tongue, and the lectures were to be interpreted by some one of the native professors who spoke English. I very cheerfully consented to do so, as I very much desired to see something of the people in their own way of living and thinking, and I here had offered me at once an opportunity which has not been granted to foreigners of long residence here. The lecture course in question has been in operation for about two years and is certainly a most laudable enterprise, originating in the intense desire on the part of some of the younger men to popularize modern knowledge and modes of thought. Indeed, upon the young men of Japan rests its success or failure in the wonderful effort now being made to open it to Western civilization in its broadest sense, and there are many here who comprehend the immensity of the task and are resolved on its accomplishment. The lecturers in the course have hitherto been natives, but in the series to be given this

year Prof. Morse and myself have been invited to take part. The experience of my introductory address was so novel that I can hardly ever expect to be placed in a condition more peculiar with surroundings more unusual to me. We rode in our jinrikishas to the theatre, the distance being two or three miles. Arriving at the door we removed our shoes, as shoes are never worn inside of the houses here. The wonderfully clean and soft matting which covers the floors takes away any unpleasantness which you may feel in falling into this custom, and, indeed, rather induces you to believe that it is the proper thing to do. Near the door we noticed a great number of small wooden tablets, with strings attached and numbers upon them. These were the "checks" given for the shoes left at the door by the natives. One does not wonder at this custom after seeing the Japanese shoe, which is almost universally a kind of wooden clog, consisting of a wooden base, upon which the foot rests, elevated by two transverse wooden strips, which elevate the foot about four inches from the ground. I do not imagine that they tend to increase the ease or grace of pedestrianism, but they possess many advantages as regards cleanliness. They are secured to the foot by means of two bands or ropes crossing over the front part of the foot, and secured by being held firmly between the great toe and its next-door neighbor. These shoes are quickly slipped off and on, and even if the streets are quite muddy, the stocking or bare foot, as the case may be, may remain quite immaculate.

We were taken in by the rear entrance, and after being led up a narrow stairway we found ourselves in front of the audience. About six hundred persons were present, all seated upon the floor in their peculiar fashion, and listening quietly and attentively to the address which was being made when we entered. It was strange to see scattered all over the house small trays containing teacups and a teapot full of hot Japan tea, which, by the way, I find a most agreeable drink. A great many were smoking, using their very diminutive pipes, the bowl of which will only hold a small pinch of tobacco. This, of course, requires that they should have the means of frequently lighting the pipes, and with every teapot is found the answer to this demand in the shape of a small box containing an earthenware jar filled with ashes covering a few live coals. The "hibachi," as it is called, is one of the commonest sights in Japan.

We were escorted across the hall in the rear of the speaker to a somewhat more exclusive place, on one side where the matting was covered with carpet, and there were actually a couple of chairs, which were offered to us, but we sternly resolved to have none of them, and seated ourselves upon the floor, among some of the Japanese officials who were present.

When we arrived the audience was being addressed by Prof. Kikuchi, a native, who fills the chair of Mathematics in the Imperial University. Mr. Kikuchi is a young man of high accomplishments and profound learning in his department. He was educated in England, at Oxford, where he was graduated as a "wrangler" in mathematics, which is sufficient to indicate that he took rank among the very highest. The subject of his lecture was "Planetary Evolution," and although delivered in Japanese, his notes, which he afterward showed me, were entirely in English. Although the subject was one which of necessity demanded a somewhat severe treatment, involving some difficult thinking, yet it was listened to with the most marked attention, and was evidently appreciated and enjoyed. At the conclusion of Mr. Kikuchi's address there was an intermission of two or three minutes devoted to a change of position, drinking tea and a general lighting of pipes. The next speaker was the editor of a Buddhist religious newspaper. His address was upon Female Education, and he spoke plainly of the necessity of reform in the Japanese treatment of women. A Japanese lecture course is no small affair. A session begins at 2 P. M. and lasts until everybody is done with his talk. On this occasion there were five lecturers announced. The next in succession was a Japanese Christian, whose topic was "Peace and Strife." After the usual intermission he was followed by another native, who discussed the advantage and necessity of repetition in the attempt to acquire skill in any direction. This man was very humorous, and I regretted very much that I was unable to join with the audience in their evident enjoyment of his good points.

Thus far the addresses were all in the Japanese language but it was now my turn and of course an interpreter became a necessity. The Chairman arose and began talking to the audience and hearing my own name pronounced I advanced and stepped upon the platform. After a somewhat lengthy introduction in which I could now and then detect the word "America" and once the word "Ohio" and which I would have given something

to have understood, I began. I confess the situation was sufficiently embarrassing. I was standing in my stocking feet before an audience of five or six hundred men, all sitting upon the floor, and not one able to understand a single word in the language I was obliged to use. I was greeted by a hearty round of applause which went far toward "taking the edge off." To one not accustomed to it speaking through an interpreter is no child's play. There is no opportunity for getting warmed up to your work. No sooner do you begin than you must stop. When you say a thing which you fondly imagine a good thing you cannot detect the slightest recognition of the fact in the faces of your auditors. You must quietly wait and try to enjoy seeing them applaud the wrong man.

My interpreter was Mr. Agi, one of the native professors in the University and I have every reason to believe that my words lost nothing of their value in the transformation which they had to undergo. My lecture on this occasion was only a short introductory address in which I outlined briefly the subjects of which I should speak during the course.

A JAPANESE DINNER.

Much to my relief it was soon over, but we had still a surprise in store for us in the shape of a Japanese dinner to which we were invited and which was served in an adjoining room in about twenty minutes after the close of the meeting. The many strange things to be seen and tasted at this dinner baffle description. Twelve or fourteen guests were present. A Buddhist priest, the Vice-Minister of Education, the lecturers, and a few other invited guests, all natives except Prof. Morse and myself. We were seated in a circle upon a carpet floor and served by waiters who stepped into the centre of the circle and passed the food and drink to the guests. I had an opportunity for the first time to taste the native wine, "saki," the only drink made in Japan. It is served hot, in small cups, and it is said that a sufficient quantity of it will produce effects quite similar to those more "cultured" liquids. I certainly displayed great incapacity in the use of the chopsticks and could not but admire the skill displayed by my Japanese friends in their manipulation. Everybody seemed to enjoy the efforts we made to appear comfortable sitting on the floor with our feet bent in underneath us, and the Buddhist priest on my right kindly explained to me by signs how I might arrange my extremities

in a more agreeable way. Some of the food I could unhesitatingly pronounce delicious, but the declaration would not be a sweeping one. Fish prepared in a great variety of forms contributed largely to the bill of fare, and one dish of fish, in fact, was not prepared at all—except that life was extinct. The Japanese eat almost everything that comes out of the sea, and the variety of fish found in the waters here is quite astonishing, and many of them are exceedingly fine. Several preparations of fish at this dinner would not have been recognized by others than an expert. A Japanese dinner is a long affair, and after sitting for half an hour or more we excused ourselves on account of the lateness of the hour, and withdrew amidst a volley of "sagonaras" (good-byes) and profound bows from our hosts.

A JAPANESE CITY.

Hunting up our shoes, we seated ourselves in our jinrikishas and started for a ride of several miles through the dark and crooked streets of a city of a million of inhabitants, and, although our appearance on these streets was more out of the usual order of things than would be that of a couple of Indians in paint and feathers on Broadway, I am certain that we made our journey with a greater sense of security from every kind of insult or attack, than would be enjoyed under similar circumstances in a civilized country. It is certainly an experience not soon to be forgotten.

In a land generally esteemed to be a land of Pagans, I had attended a meeting for the public instruction of natives by natives, and combined with the utmost liberality and freedom of expression, I had seen the power to discuss questions of great learning by profound native scholars of all shades of religious beliefs, and all listened to with the greatest respect; that respect which can only spring from a thirst after knowledge.

EDUCATIONAL DEPARTMENT OF COUNTY FAIR.

To the Board of Directors of Union-County Fair;

GENTLEMEN:—Your committee, appointed at a previous meeting of the Board for the purpose of presenting a plan for promoting the interests of the *Educational Department* recently added to the County Fair, beg leave to submit the following report:

That all matter received for exhibition in the Educational Department be divided into two general classes, viz:—Village and Sub-District Schools; and that diplomas or premiums be awarded in each class or division, separately, as follows:

CLASS I. PUPILS.

Diplomas or Premiums

For meritorious examination papers in Arithmetic;

- “ “ “ “ “ Geography;
- “ “ “ “ “ Grammar;
- “ “ neatness in Letter Writing;
- “ “ work in Composition Writing;
- “ “ “ “ Account or Book-Keeping;
- “ “ “ “ Making out Bills, Receipts, etc.;
- “ “ “ “ Drawing;
- “ “ “ “ Map Drawing;
- “ “ “ “ Spelling;
- “ “ Penmanship in copy books;
- “ “ Oration;
- “ “ Declamation;
- “ “ Reading;

“ best preserved set of school books; books to have been in use not less than one year.

CLASS II. SCHOOLS.

Diplomas or Premiums

To school showing largest number of visits from school officers;

- “ “ “ “ “ of parents, etc.;
- “ “ making fullest and best display at County Fair;
- “ “ having highest per cent of Attendance;
- “ “ “ “ “ Punctuality.

CLASS III. TEACHERS.

Diplomas or Premiums

To teacher for set of best-kept daily Records;

- “ “ “ fullest and best system and set of school records including records of examinations and scholarship of pupils;
- “ “ “ best Programme of daily exercises;
- “ “ “ best paper on methods of teaching Arithmetic;
- “ “ “ “ “ “ “ Geography;
- “ “ “ “ “ “ “ Composition;
- “ “ “ “ “ “ “ Reading;
- “ “ “ “ “ “ “ Spelling;

To teacher for best paper on methods of teaching Declamation;
 " " " " " " " " " " " " Beginners.

CLASS IV. SCIENTIFIC.

Diploma or Premium

For the fullest and best collection of Indian Relics, etc.;
 " " " " " Geological Collection; _____
 " " " " " collection of woods; _____
 " " " " " " " Grapes; _____
 " " " " " " " pressed Flowers; _____
 " " " " " " " in Natural History; including stuffed specimens and specimens preserved in alcohol.

We further recommend that one wing of Floral or Art Hall, or as much of it as may be necessary, be appropriated to the display of the Educational Department.

That the contests in Declamation, Reading, Oration, and essay, take place in front of the amphitheatre at 10 o'clock A. M. on Thursday and Friday of the Fair week.

That the Secretary of the Fair and the Superintendent of the Educational Department be authorized to receive and enter matter for this Department at any time within the year, to preserve securely the same and at the proper time place it on exhibition. Respectfully submitted,

W. H. COLE,
 J. M. ROUEY,
 R. L. WOODBURN, } Committee.

OFFICIAL DEPARTMENT.

Conducted by the Hon. J. J. BURNS, Columbus, Ohio.

Prof. J. G. B.

Dear Sir:—By Section 52 of the school law, each Board is authorized to determine the studies to be pursued in its schools, and the text-books. This is an idle provision if the Board has no power to put it in force—a course of studies to be observed by the teacher but not by the scholars—a path for the shepherd but not the sheep!

Section 54 empowers Boards of Education, requires them rather, "to make such rules and regulations as they may deem expedient and necessary for the government of the board, its appointees and the pupils."

In the case of John M. Sewell vs. the Board of Education of Defiance, where instruction in rhetoric was given in a grade, and a pupil failed to be prepared, or to furnish an excuse for failure, and, under a rule of the Board was suspended from school, it was held that the rule was reasonable, and neither Board nor teacher was amenable in damages.

School Boards are invested with a large discretion. If it is not used to suit the people, there is a remedy at the ballot-box, or the legality of the act may be tested by injunction.

We wish to bring in rather than drive out, and expulsion should be used only as a last resort—the sole means of securing compliance with the rules of the Board—the only preventive of a spirit of lawlessness which would materially injure the school. The parent must be notified of the proposed expulsion and be "permitted to be heard against the same." But to secure the greatest good of the greatest number, the Board may expel a pupil.

EDITORIAL DEPARTMENT.

—We attended the educational convention in Columbus, January 10 and 11. About forty counties were represented. We have not a list of those in attendance, but the following list comprises those we remember as present, including several that we did not notice but whose names were found in newspapers. These latter are marked with an asterisk:—Allen County, G. W. Walker; Ashtabula, Jay P. Treat; Athens, J. M. Goodspeed and F. C. Coultrap; Auglaize, C. W. Williamson*; Butler, Alston Ellis and James A. Clark; Carroll, W. H. Hunter; Clark, W. J. White and Wm. Forrest; Columbiana, W. D. Henkle; Cuyahoga, A. J. Rickoff, L. W. Day, Anson Smith, C. B. Ruggles, Alex. Forbes, M. A. Sprague*, S. G. Cosgrove, and R. C. Smith; Defiance, H. H. Wright; Fairfield, J. J. Wagner; Fayette, J. P. Patterson; Franklin, J. J. Burns, R. W. Stevenson, G. A. Frambes, E. H. Cook, A. G. Farr, A. H. Welsh, W. S. Goodnough, A. N. Ozias, A. H. Tuttle, R. W. McFarland, Ed. Orton, Geo. H. Twiss, John Ogden, P. R. Mills, and D. J. Snyder; Gallia, E. E. Spalding; Geauga, Edward Truman; Guernsey, D. D. Taylor; Hamilton, J. B. Peaslee, A. B. Johnson, W. H. Morton, and J. C. Ridge; Huron, C. W. Oakes; Jefferson, W. M. White* and D. W. Matlack*; Knox, E. T. Tappan and J. V. V. Elder; Highland, Samuel Major; Lake, T. W. Harvey and R. L. Stillman; Licking, J. C. Hartzler; Lorain, H. M. Parker and W. R. Wean; Lucas, Geo. P. Brown; Mahoning, A. J. Woolf; Marion, A. E. Gladding and H. G. Welty; Medina, W. R. Comings; Miami, J. W. Dowd and C. W. Bennett; Montgomery, John Hancock, C. L. Loos, and J. B. Irvin; Pickaway, M. H. Lewis; Portage, A. B. Stutzman and W. W. Patton*; Preble, L. D. Brown; Ross, Wm. Richardson; Sandusky, W. W. Ross; Shelby, Van B. Baker; Stark, E. A. Jones; Summit, R. Bosworth; Trumbull, E. F. Moulton and Geo. P. Hunter; Tuscarawas, Joseph Welty, Joseph Rea, W. H. Ray, and U. J. Knisely; Union, W. H. Cole; Wayne, S. J. Kirkwood, W. S. Eversole, and F. M. Atterholt. This list is evidently incomplete. We have not named the numerous members of the General Assembly in attendance.

R. W. Stevenson, Chairman of the Executive Committee of the Ungraded-School Section, stated in a brief but comprehensive speech the object of the meeting, at the close of which he introduced the President of the Section, the Hon. J. J. Burns, who spoke for a short time, but the room [The Athenæum] being so cold there was a general desire to adjourn to a warmer place. After completing the organization by appointing secretaries, committee on resolutions, and a finance committee, the convention adjourned to meet at night in the Hall of Representatives. The evening meeting was largely attended, a great many senators and representatives being present. The opening address by the Hon. Daniel Worley, of Canton, was an able production. He was followed by Prof. A. H. Tuttle, who made a few brief remarks. Speeches were made by

S. H. Ellis, of the State Grange, Alston Ellis, C. W. Oakes, J. V. V. Elder, D. D. Taylor, Dr. S. J. Kirkwood, W. R. Wean, W. H. Cole, W. H. Hunter, E. H. Cook, and Dr. E. T. Tappan. All of the speeches were brief and contained a common sentiment except that of D. D. Taylor, which was made in behalf of the Teachers' Institute of Guernsey County, which at its recent meeting in Holiday week voted against County Supervision. The Convention agreed upon the motion of Dr. John Hancock to pay on Saturday its respects in a body to Gov. R. H. Bishop. The meeting on Saturday was held in the High-School Hall, W. H. Cole presiding. An exhaustive and masterly address was read by W. W. Ross. Remarks mostly very brief, were made by E. T. Tappan, A. B. Johnson, John Hancock, J. B. Peaslee, C. W. Oakes, Alston Ellis, J. P. Patterson, J. H. Hunter, A. J. Woolf, E. A. Jones, D. D. Taylor, W. D. Henkle, etc. A committee consisting of Alston Ellis, John Hancock, and C. W. Oakes, was appointed to prepare a campaign circular embodying arguments and statistics. H. M. Parker, from the committee on resolutions, presented the following which were adopted unanimously. After adopting the resolution the Convention adjourned *sine die* but proceeded in a body to the Governor's office.

RESOLUTIONS.

WHEREAS, This convention hold these truths to be absolute and universal:

1. That the concern of parents for the good of their children absorbs and controls all other human interests.
2. That the welfare of the State depends upon the morality and intelligence of its people.
3. That to prepare children for successful and useful lives, and for the just performance of their duties in the primary meeting, and at the polls, good schools are indispensable.
4. That good schools cannot be secured without the direction and supervision of skilled experts; and

WHEREAS, The truth last named is further supported by experience and observation to the effect—

1. That while very great improvement has been made in the schools of the cities under supervision, the ungraded schools of the rural districts have made little advancement.
2. That in consequence of the improved condition of the schools of the States in which county supervision was first introduced, State after State has incorporated it as a part of its system of school administration, till at the present time it is a cherished feature of the school systems in three-fourths of the States of the Union.
3. That it is the common estimate of observers that one-half of the time of children attending the rural district school is wasted for want of the adaptation of each successive step of instruction to that which preceded and that which is to follow.
4. That the people of the rural districts who are within reach of town or city schools, and who are able to meet the expense, very commonly seek to have their children educated in these schools.
5. That the boys and girls thus sent to cities for education are estranged from the life and duties of the farm and country household, and that as a result the tendency of population is to larger cities, thus interfering with the proper distribution of labor and with the best development of the resources of the whole country.
6. That in the management of railroads, manufactories, and all other enterprises, a large percentage of the whole expense is given to oversight and direction, and that where this is neglected, financial disaster is the consequence.
7. That wherever this subject has been thoroughly and impartially investigated by the people, the almost unanimous opinion is that faithful and earnest super-

vision of the common schools of the whole State is vitally essential to progress.

In consideration of the principles and facts above stated, be it

Resolved, That this convention, composed of friends of education and teachers, do hereby respectfully and earnestly recommend the adoption of a system of responsible supervision in every county of the State.

—We have in Ohio what is popularly called a “Compulsory Education Law.” We hear nothing about its enforcement. If any thing definite has been done we hope our readers will let us know of the fact. In the meantime we take pleasure in giving the following editorial on Compulsory Education from the *Weekly Toledo Blade*, one of the best family papers published in America. The editor's views are clearly and forcibly given.

“The most prolific causes of vice are idleness and ignorance. As a rule the most intelligent are the most industrious, other things being equal. They may not always labor with their hands, but brains are at work, and as much, and often far more is accomplished for the good of humanity. Knowledge acquired broadens the views of life and helps to make better citizens. Our excellent system of public schools is founded upon a recognition of this fact.

A great many among the poorer classes do not, however, perceive the necessity of education, or if they do, through negligence their children are not kept in school, but left to roam the streets as beggars, or in search of amusements that blast their moral natures and make of them vicious men and women. This evil cannot be done away with until the law, making school attendance compulsory, is carried firmly and positively into execution. Several easily-perceived advantages would accrue from such a course.

First—The vagrant children that swarm the streets of our larger cities, taking their first lessons in those offences that later lead to crime, would be gathered within protecting walls to prepare for a respectable and industrious maturity.

Second—The crowd of little ones compelled by the avarice or necessities of parents to labor beyond their strength in workshops and factories, would be placed for a part of the day at least, where their tender bodies would not be strained and dwarfed by work unsuited to their age.

Third—A great gain would result to the working classes, both physically and mentally. Statistics show that premature labor in our crowded manufacturing centres, is rapidly destroying the physique of the laboring people. Stunted and weakened bodies dwarf the mind. A few hours of mental culture each day would prevent this, and yet leave time for the earning of money, if necessary.

Fourth—As the country grows older pauperism will surely increase unless every effort is made to induce in children a respect for industry and thrift. Ignorance will not do this. Intelligence may.

Fifth—Want of education among so large a class that possess a right to suffrage involving as it does the lack of power to comprehend the principles of good government, is the cause of many of our present and past political difficulties, and continued, will be a permanent danger to our republican institutions.

In a recent discussion of the subject of compulsory education by Mr. Kiddle, the Superintendent of the New-York Public Schools, the law was pronounced a failure in several States. The grounds for this declaration were in many respects untenable. The trouble lies not in the law itself, but in its lack of enforcement. Opposition there would naturally be at first, and a feeling of injustice at what would be called tyranny, but public opinion does not regard any measures necessary to prevent the spread of

an epidemic as needlessly arbitrary, and ignorance is the worst kind of an epidemic. The law has worked well in Massachusetts and Connecticut. "In Prussia," says one writer, "the centre and focus of this kind of legislation, it is believed to have produced the most intelligent population, with the least juvenile vagrancy, to be found in Europe." No reason exists why it should not be as effective in this country, especially in the older and more crowded communities."

—QUESTIONS as to the authority of the teacher are always interesting, hence we take pleasure in presenting to our readers the following decision rendered by the Supreme Court of Wisconsin last August. A citizen of Janesville had applied for a writ of *mandamus* to compel the re-admission of his son to the High School from which he had been expelled by the Principal for insubordination. A lower court granted the writ which award was reversed by the Supreme Court. The decision says:—

"On the argument of the appeal, counsel informed us that the learned Circuit Judge held that the defendant has no power to suspend a pupil for any cause, such power being vested by law exclusively in the Board of Education, and that the demurrer to the return was sustained on that ground. Whether the defendant has such power of suspension, and, if so, whether it was properly exercised in the present case, are the controlling questions to be determined on this appeal.

While the Principal or teacher in charge of a public school is subordinate to the School Board or Board of Education of his district or city, and must enforce rules and regulations adopted by the board for the government of the school, and execute all its lawful orders in that behalf, *he does not derive all his power and authority in the school and over his pupils from the affirmative action of the board.* He stands for the time being *in loco parentis* to his pupils, and because of that relation he must necessarily exercise authority over them in many things concerning which the board may have remained silent. In the school, as in the family, there exists on the part of the pupils the obligation of obedience to lawful commands, subordination, civil deportment, respect for the rights of other pupils, and fidelity to duty. These obligations are inherent in any proper school system, and constitute, so to speak, *the common law of the school.* Every pupil is presumed to know this law and is subject to it, whether it has or has not been re-enacted by the District Board in form of written rules and regulations. Indeed, it would seem impossible to frame rules which could cover all cases of insubordination and all acts of vicious tendency which the teacher is liable to encounter daily and hourly.

The teacher is responsible for the discipline of his school, and for the progress, conduct, and deportment of his pupils. It is his imperative duty to maintain good order, and to require of his pupils a faithful performance of their duties. If he fails to do so, he is unfit for his position. To enable him to discharge these duties effectively, he must necessarily have the power to enforce prompt obedience to his lawful commands. For this reason the law gives him the power, in proper cases, to *inflict corporal punishment upon refractory pupils.* But there are cases of misconduct for which such punishment is an inadequate remedy. *If the offender is incorrigible, suspension or expulsion* is the only adequate remedy. In general, no doubt, the teacher should report a case of that kind to the proper board for its action in the first instance, if no delay will necessarily result from that course prejudicial to the best interests of the school. But the conduct of the recusant pupil may be such that his presence in the school for a day or an hour may be disastrous to the discipline of the school, and even to the morals of the other pupils. In such a case, it seems absolutely essential to the welfare of the school that the teacher should have the power to suspend the offender at once from the privileges of the school; and he must necessarily decide for himself whether the case requires that remedy. If he suspends the pupil, he should promptly report his action, and his reasons therefore, to the proper board. We conclude, therefore, that the teacher has, in a proper case, the inherent power to suspend a pupil from the privileges of his school, unless he has been deprived of the power by the affirmative action of the proper board."

—THE next meeting of the National Educational Association will be held in Philadelphia. The Association was organized in Philadelphia in 1857, and held its first regular meeting in Cincinnati in 1858. Twenty-one years after this first regular meeting it is to return to Philadelphia to show to what dimensions it has grown. We hope the meeting will be the largest educational gathering ever held on this continent. We call on the Transportation Committee to go to work immediately and to announce months in advance the railway reductions. Too often these announcements are postponed to so late a time that the railways lose the benefit of a long previous advertisement. The President, Dr. John Hancock, of Dayton, Ohio, and the Department Presidents, Dr. E. T. Tappan, W. F. Phelps, Geo. P. Brown, Dr. J. D. Runkle, and the Hon. J. P. Wickersham, will doubtless immediately arrange an excellent programme and make an early announcement. The Committee on Transportation is Alex. Hogg, College Station, Texas; J. B. Merwin, St. Louis; S. H. White, Peoria; W. A. Bell, Indianapolis; E. H. Cook, Columbus; Mrs. M. A. Stone, New Milford, Ct.; and J. P. Wickersham, Harrisburgh. The following is a list of the Presidents of the Association, and the years in which they presided:—Z. Richards at Cincinnati in 1858; A. J. Rickoff at Washington in 1859; J. W. Bulkley, at Buffalo in 1860; J. D. Philbrick at Chicago in 1863; W. H. Wells at Ogdensburg in 1864; S. S. Greene at Harrisburgh in 1865; J. P. Wickersham at Indianapolis in 1866; J. M. Gregory at Nashville in 1868; L. Van Bokkelen at Trenton in 1869; D. B. Hagar at Cleveland in 1870; J. L. Pickard at St. Louis in 1871; E. E. White at Boston in 1872; B. G. Northrop at Elmira in 1873; S. H. White at Detroit in 1874; W. T. Harris at Minneapolis in 1875; W. F. Phelps at Baltimore in 1876; and M. A. Newell at Louisville in 1877.

—THE numerous attractions of Philadelphia will doubtless incite many teachers to visit it at the time of the meeting of the National Educational Association. Many visited it in 1876, but the overshadowing interest in the Centennial Exhibition prevented visits to other places of interest in the city except Independence Hall. We mention the following points of interest besides Independence Hall:—The International Exhibition, the U. S. Mint, the Academy of Natural Science, the Academy of Fine Arts, the Museum and School of Industrial Art, the School of Design for Women, the Franklin Institute, Girard College, etc. We hope an excursion will be arranged to visit either Cape May or Atlantic City.

—THE Hon. J. P. Wickersham after visiting Europe has come to the conclusion that European schools are more carefully inspected than ours, that their course of study is better, that their terms are longer, that the teachers have made more special preparations for their work, and that moral and religious instruction receive more attention, but that our schools have the advantage in being free, in having better school-houses, better furniture, and text-books, in having teachers with more tact, and in doing more to form character.

—THE following from the *Ohio Patriot* of January 2, deserves a careful reading by all guilty Boards of Education. Wherever such practices are followed the damage should be remedied immediately. Temporary relief should be immediately given, and permanent relief when the weather shall permit the necessary changes.

"School children while sitting at their studies in school-houses ought to have warm feet invariably. To sit for a long time with cold feet is sure to lead to some disease. School-houses ought to be well underpinned, so that the floor could be kept warm, and consequently warm feet. We are led to make the above remarks from our observations of a handsome frame school-house near Millport, in Franklin Tp., which sits on stones about one foot high, while the bleak winds whistle under it with all their fury. The floor certainly must be very cold."

—THE October issue of the Virginia Educational Journal contains a long letter from the Rev. J. William Jones, against Barnes's U. S. History, in which he distinctly shows that he is an unconquered secessionist. The sooner secession doctrines cease to be defended the better it will be for the country. A four years' bloody war and the devastation of the South are certainly rather bitter fruits of the doctrine. The United States will not stand dismemberment and it is time that children should be inoculated with this important fact. We come not to the defence of Barnes's History but refer rather to the *animus* of Mr. Jones's letter.

—We have decided to call upon our readers for brief paragraphs upon practical or theoretical points bearing upon education. These will be inserted in our editorial columns with the full name or initials of the writer, as may be preferred. Many teachers who have not time or inclination to write long articles can find the time to present a single thought in a brief paragraph. Who will respond to the call?

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—THE Kenyon Advance is one of the neatest of the college papers.

—SCRIBNER's Monthly has now an edition of 90,000 copies, and St. Nicholas of 65,000.

—THE Atlantic Monthly and the National Repository are retaining their reputation for excellence.

—THE Defiance Public Schools seem to be flourishing. Mr. H. H. Wright's October report makes an excellent showing.

—THE Tiffin Tribune, of December 26, referred in glowing terms to the closing High-School exercises of the preceding Friday.

—THE December enrolment of the Massillon Public Schools was 1036, average daily attendance, 832, and cases of tardiness, 475.

—A SUBSTITUTE for French Readers, by Prof. Alfred Hennequin, is soon to be published. Particulars will be given when we receive the book.

—THE recent Nebraska School Report discusses the subject of free text-books. Ninety per cent of the school districts that have adopted the plan are satisfied with it.

—THE West-Virginia Educational Association tendered at its last meeting, an invitation to the National Educational Association to hold its next session in Wheeling.

—It is said [by J. M. Greenwood] that the Public Schools of Missouri are visited only by the men who haul the wood and go in to the school-houses to warm their feet.

—THE December number of the Journal of Education, published at Quebec, republishes from the Ohio Educational Monthly, Alston Ellis's article on School Government.

—“THE Wilmington Journal,” of January 8, contains an editorial against County Supervision, every argument of which is based upon a misconception of what is proposed.

—BETWEEN the opening of the New-York City Public Schools in September and January 1, 1879, 8827 vaccinations were made by the Board of Health upon the school children.

—It is said that a school in East Des Moines, Iowa, taught by Miss Lawrence, had no cases of tardiness in three consecutive months. What constitutes tardiness in that school?

—THE enrolment in the Public Schools of Kent, in December, was 662, and the average daily attendance, 550. There were 33 non-resident pupils. The High-School enrolment was 79.

—“THE Harvest Home” has donned a new cover, and has entered upon its seventh volume with a new name, “The Public School.” It is published by W. E. Dunham, at Mt. Washington, Ohio.

—DONAHUE’s Magazine is the name of a 96-page magazine started in Boston, January, 1879. It is “devoted to the Irish race at home and abroad.” Publishers T. B. Noonan & Co. Price \$2 a year.

—“THE Youth’s Compendium” is an 8-page monthly paper, published at 57 North Third Street, Philadelphia, by the Economy Publishing Co. Price 75 cents a year. The first number was issued last month.

—THE first number of vol. vi of “The Analysis” published by Dr. J. E. Hendricks of Des Moines, Iowa, appeared in December in advance of time. Every mathematician should subscribe for this periodical.

—A PERSONAL on Prof. A. E. Dolbear in "The Chronicle" of Ann Arbor contains the words "teliphony," "Teliphony," and "telephone." We suggest a spelling school as a useful recreation for the University.

—COMMISSIONER Burns has done a neat and wise thing in giving us in advance twenty-four pages of the text of his forthcoming report. It contains a strong plea for township districts and county supervision.

—THE well-known publishers of Philadelphia, the Eldredge Bros., have begun the publication of an 8-page monthly periodical called "The Teacher," price 50 cts. a year. The first number is dated January, 1879.

—THE well-known "Godey's Lady's Book" has entered upon its 98th volume. Its steel engravings are excellent. The price has been changed from \$3 to \$2, thus making it, probably the cheapest periodical of the kind published.

—"The Canada Educational Monthly and School Chronicle" is the title of a new, neat, 64-page covered periodical, published in Toronto. It is edited by G. Mercer Adams. The first number appeared in January. Price \$1.50 a year.

—An able article on the "Metric System" from the pen of F. M. Allen appeared in the Fayette-County Herald of December 12, 1878, and in the same issue also appeared an excellent article on "County Supervision" by J. P. Patterson.

—No reputation is added to Michigan University by the statement made in the University paper, "The Chronicle" of December 21, that the quarrel among the doctors has resulted in a prosecution for assault made by one professor against another.

—EDUCATIONAL Associations of various kinds were held about a month ago, in Ft. Wayne, Indianapolis, Springfield, Ill.; Marshalltown, Iowa; Lansing, Madison, Wis., Oberlin, Brunswick, Me., Worcester, Providence (January 16, 17, 18), and Oakland, California.

—THE "Penn Yan (New York) Mystery" is the title of a new weekly illustrated 8-page paper, published by Leon and Harriet Lewis. Price \$3.00 a year. The first number was issued January 4. It gives especial attention to Voyages and Travels and to Science.

—An excellent county-superintendency bill has been presented to the General Assembly of Ohio by the Hon. Daniel Worley, of Stark County. If this bill should pass, Ohio would have a better system of county supervision than is found in any state in the Union.

—THE address on "The Teacher's Work" delivered last August before the West-Virginia Educational Association, in Parkersburgh, by Dr. I. W. Andrews, President of Marietta College, has been published in a neat pamphlet of nineteen pages. It was printed at Wheeling by Lewis Baker & Co.

—THE trouble in the Rayen School still agitates Youngstown. This is one of the most bitter and disgraceful school quarrels that our State has yet witnessed. The present phase of the quarrel relates to the right of the Principal (according to Judge Rayen's will) to read the Bible in the School.

—THERE is a Lady Teachers' Association in Hamilton County. At the November meeting Miss McGee read a paper on "Walter Scott," and Miss Wolfe one on "The Life and Writings of Harriet Martineau." Fannie Bolles read from "Littell's Living Age" an article entitled "Criticism and Creation."

—A SPECIAL meeting of the Department of Superintendence of the National Educational Association, has been called by its President, the Hon. J. P. Wickckersham, to meet in Washington the first week in February. Our issue is too late to make the details of meeting of any consequence as an announcement.

—WE learn from the report for December, of J. P. Patterson, Superintendent of the Public Schools of Washington C. H., that the Board of Education permit pupils to begin Latin in the C, B, and A grammar grades when it can be done without interference with their other studies. It may be taken instead of English grammar.

—THE next meeting of the American Institute of Instruction will be held at Fabyan's, N. H., beginning July 8, and continuing four days. We had hoped the Institute would adjourn over one year in order to give a better chance for the National Educational Association to have a rousing meeting in Philadelphia. We hope, however, that New England will have hundreds of representatives at Philadelphia.

—THE Hamilton-County Teachers' Association met Nov. 9. Alston Ellis delivered an address on "Compulsory Education." He was followed by A. B. Johnson on the subject of "Ungraded Schools." The exercises were enlivened by music furnished by a choir of teachers present, directed by S. W. Stanaage, Walter H. Aiken presiding at the organ.

—THE Miami-Valley Teachers' Association met in Loveland, November 30. J. W. O'Neal, Probate Judge of Warren Co., delivered a lecture on "The Appointment of Examiners and their Duties." L. A. Hine spoke on "The Improvement of Time, and what we shall read." He was criticised by lawyer Williams. The Association adjourned to meet in Milford, December 21.

—THE Fulton-County Teachers' Association was announced to meet in Archbold, January 11. Exercises were assigned to L. Fraker ("Mensuration"), W. P. Gamber, H. Prettyman, J. E. Satler, C. W. Mykrantz, Amy Haubel ("Object Teaching"), and Wm. Tait ("Defects of our Common Schools"). Mr. Tait's paper was to be discussed by John McConkie and L. W. Brown.

THE programmes for the meetings of the New-London (Huron Co.) Teachers' Union were for the meetings November 30, and December 21 as follows:—November 30, "Fractions," S. C. Cooper; "Grammar," Wm. G. Scroggie; "Spelling," Ellen Ward; "Composition," B. F. Remington; "Percentage," W. L. Buckley; "Geography," G. Pond; December 21, "Penmanship," W. L. Buckley; "Needs of Country Schools," Ellen Ward; "Geography," G. W. Pond; "Decimals," E. June; "Primary Arithmetic," Gersham Whitney; "Moral Influence," Emma J. Carl. Time for discussion was provided after each exercise.

—WE have received a request from J. E. Sater, of Wauseon, in behalf of teachers of Fulton County, for a list of the States and Territories that have county supervision, and the length of time the system has been tried in each. As we have readers in every State and Territory we hope we shall receive an answer from each. Pennsylvania adopted the system in 1854, nearly a quarter of a century ago.

—CORRECTION. In the statistics given on p. 22, of the January *Monthly*, "E. E. Henry" should be changed to "W. R. Comings," and the next sentence should be "The report for Kent was furnished by the present superintendent, A. B. Stutzman." How this mistake occurred we are unable to say, for we knew better. It was carelessness, evidently arising from some mental confusion at the time it was written.

—THE *Floral Guide*, published by James Vick, of Rochester, N. Y., is certainly beautiful. No. 1, 1879, is before us. It is an artistically-covered pamphlet, containing nearly 100 pages, with over 500 choice illustrations. Strange to say, Mr. Vick offers to mail this valuable pamphlet to any one who will send him 5 cents. Almost any one would give that for the full-page colored frontispiece representing a group of "peonies."

—OF the five members of the California Board of Examination, three are ladies. California is now agitated over a traffic in examination questions. It is supposed that some one of the fifty-seven superintendents of the State has allowed them to get into the hands of persons who have made money out of them. But they may all be innocent, there being evidence that the question packages have been tampered with in the mails.

—THE Clinton-County Teachers' Association met last month (Jan.) in New Vienna. Mr. Worley's "County-Superintendency bill" was read. The queries discussed related to how to teach the difference between *b* and *d*, how to promote the interests of the Association, how to teach addition, how to prevent tardiness. Mrs. Clara Henry conducted a class drill, G. T. Ent read a paper on "What is Man?" and Prof. Moore delivered an address on Education.

—THE Hamilton-County Teachers' Association met December 14, 1878. T. A. Pollok of Camden, Preble Co., read a paper on "What shall we teach and how much?;" and Emma Wilson recited "The curfew shall not ring to-night." A discussion on "County Superintendency" was opened by L. A. Knight. He was followed by S. S. Overholt and T. A. Pollok, the former testifying to the good effects of the system in three States in which he had seen it tried.

—WE said last month that we had failed to get the proceedings in the Monday's *Leader*, of December 16, of the meeting of the Northeastern-Ohio Teachers' Association, held in Cleveland, December 14. We have since learned they were given in the Sunday's *Leader*. This should not be, because the Sunday *Leader* reaches very few, if any, towns that are some distance from Cleveland. The officers elected were, President, D. F. De Wolf, of Hudson, Vice-President, Betty Dutton, of Cleveland, Secretary, W. W. Gist, of Willoughby, Treasurer, W. R. Comings, of Medina, and Chairman of Executive Committee, Sam. Findley, of Akron. The next meeting will be held Saturday, February 8, we presume in Cleveland.

—WE have received no report of the Fifteenth Congressional Educational Convention held December 21, in Mt. Vernon, except an incidental reference to it in a letter from the Vice-President, in which he says:—

“Our convention Saturday was well attended as to numbers considering the weather, and very well as to quality. There was no word of opposition. Gen. Morgan and Pres. Bodine of Kenyon, each made a few remarks, and Mr. Burns made an exhaustive argument.”

—WE take pleasure in reproducing the following utterance from the *Cincinnati Commercial*, in relation to the Columbus Convention:—

“The action of the recent Educational Convention in Columbus was in the right direction. There is no doubt whatever that the efficiency of the public schools outside the cities and villages of the State would be greatly, almost immediately, improved by the consolidation of the management in townships and intelligent supervision by counties. The schools never can be what they ought to be as at present managed. There is lack of system, lack of standards, a wasteful independence that is injurious to schools and scholars alike.”

—A UNION Teachers' Institute was announced to meet at Benton Ridge, Hancock County, January 25, 1879. Programme:—“Geography,” E. L. E. Mumma; “Arithmetic,” E. L. Rickhart; “Mental Arithmetic,” John French; “Theory and School Government,” J. C. Green; “Reading,” U. K. Stringfellow; Paper, “Primary Reading” Emma E. Moorehead; “English Grammar,” E. L. E. Mumma. Evening Address:—“What our Common Schools Need, or County Supervision,” E. L. E. Mumma.

—THE Warren-County Teachers' Association met in Maineville, January 11. J. C. Kinney spoke on “Educational Interest,” and J. F. Lukens, on “School Legislation” and “County Superintendency,” G. W. De Vore read an essay on “My Books,” J. C. Kinney spoke on “Elocution,” and J. W. O'Neill read a paper on “The Duties of School Examiners.” There were present 26 teachers, and many citizens of Maineville and vicinity. Adjourned to meet at Morrow, the fourth Saturday of February.

—THE previously-announced programme of the Lorain-County Teachers' Association for a meeting in Elyria, January 4, provided for the conducting of a Primer Class in Reading and Numbers, by Ella B. Shepard, of Elyria, “Drawing in the Common Schools,” Anna J. Wright, of Oberlin, discussion to be opened by J. F. Yarick, “Relation of Parents to the Discipline of the School,” J. R. Rogers, of Lorain, and reports relating to the securing of signatures to petitions for County Supervision. H. M. Parker, Chairman of Executive Committee.

—AN esteemed lady teacher writes to us as follows:—

“Why do you go to Canada for examples of the ‘boarding around’ system? You need not travel farther than Geauga County for that purpose. One teacher in that county told me last summer that in the district where he taught the people were displeased because he objected to changing his boarding place every day.”

To which we reply that we knew that the practice is still, to some extent, in vogue in Ohio, but that it was news to us that it still lingered in Canada, or that boarding round had ever been practiced in that country.

—THE *Toledo Blade*, we have heretofore taken occasion to say, is one of the best family newspapers published in America. It contains weekly

64 columns of matter, making 8 very large pages. The Nasby letters are published in it, and besides its spicy editorials it has a Household Department, a Young People's Department, the Weekly Sunday-School Lesson, Answers to Correspondents, and excellent Stories. Price \$2 a year. We send it with the Ohio Educational Monthly for \$3.00. A card sent to "The Blade," Toledo, Ohio, will bring a specimen copy sent free.

—THE Butler-County Teachers' Association met in Hamilton, December 14. W. H. Stewart, of Oxford, read a paper on "Arithmetic," which was discussed with warmth. H. Bennett, of Franklin, talked on the "Intelligence of Insects"; E. C. Ellis, of Harrison, gave his experience of school teachers and school teaching as they appeared to him in 1844; J. W. Judkins, of Seven Mile, read a paper on "The Teacher and his Work"; W. W. Locke, of Miamisburg, gave an address on "The Present Need of the Schools." The Township System and County Supervision were endorsed without a dissenting vote. Walter H. Aiken directed the music.

—THE regular bi-monthly meeting of the Trumbull-County Teachers' Association, which had been adjourned on account of the weather from December 21, met in Warren, January 18. The attendance was small. J. E. Morris read a paper on "The Improving Teacher," which was followed by another on the same subject by Sara S. Schaeffer. These papers were discussed by L. L. Campbell, A. Wayne Kennedy, E. F. Moulton, D. O. Ghormley, Mr. Templeton, and Mr. Dilley. D. Kennedy, L. T. McCartney, and C. P. Strock were appointed to edit the educational column of the *Western-Reserve Chronicle*. The next meeting will be held at Mineral Ridge, March 15, at which time it is expected the Association will explore the mines. We advise the explorers to beware of the exorbitant guide charges, which the miners call "footing."

—THE Madison-Township [Franklin Co.] Teachers' Association met December 1, 1878, and elected A. L. Brooke Pres., Miss L. A. Schoch Sec., P. R. Mills, L. D. Bonebrake, and F. A. Owen, Ex. Com. Miss Schoch read a paper on "Reading," which was discussed by Mr. Handly. Mr. Bonebrake spoke on "Parsing and Analysis." The discussion of the subject was animated, some of the speakers taking the position that too much attention is given to technical grammar to the neglect of language culture. Mr. Handly spoke on "Phonics," and P. R. Mills on "Punctuality in Attendance." The Association adjourned to meet in Canal Winchester, January 11, 1879. Programme:—"School Ethics," F. A. Owen; "English Analysis," L. D. Bonebrake; "Infinitives," A. L. Brooke; "English Idioms," Z. C. Payne; "Mathematics," T. P. Newberry; "Phonics," Mary Young.

—THE Preble-County Teachers' Association met in Eaton, December 14. S. More Surface spoke on "Country Schools," and L. D. Brown, on "County Supervision." County supervision was endorsed by resolution, and a committee appointed to call the attention of Senator Grove and Representative Stubbs to the need of supervision in the ungraded schools. Messrs. Munger and Brown were appointed delegates to the mass meeting in Columbus. C. H. Moore either gave a recitation or read a paper on "recitation," we can't tell which from the newspaper report; P. E. Lowry

read a paper on "What to teach"; Miss Corson, of Camden, one on "Notes from Wickersham's Methods of Instruction"; Minnie Rensman recited "The Widow of Nain"; and the Rev. A. J. Reynolds gave "A Page of New-England History." After disposing of queries the Association adjourned to meet January 18, 1879.

—THE *Methodist Recorder*, published at Pittsburgh, Pa., at \$2.20 a year, is one of the best religious papers published in this country. Its editorials are remarkably thoughtful, liberal, and pertinent to the issues of the time. The editor, the Rev. Alexander Clark, formerly editor of the *Schoolday Visitor*, is not a superstitious Christian. He advocates a higher type of Christianity than that which characterized the dogmatic ages of the Church. Too much dogmatism still lingers in the Church, but it is mainly confined to those ministers and their followers whose studies and reading have been chiefly in the direction of controversial theology. Mr. Clark is also editor of three neat little illustrated Sunday-School papers, "*The Morning Guide*," a 4-page semi-monthly, 50 cts. a year, for all schools, "*The Sunday School*," a 4-page monthly, 25 cts. a year, for older pupils, and "*The Child's Recorder*," a 4-page monthly, 25 cts. a year, for younger pupils. The first is in its seventeenth year, and the others have just entered on their second year.

—THE Ninth Annual Meeting of the Northwestern Ohio-Teachers' Association met in Lima, December 26 and 27. S. F. DeFord read a paper on "The Limits and Sphere of Common Schools," which was discussed by J. W. Zeller. J. G. Park read a paper on "The Common-School Teacher," which was discussed by Messrs. McCaskey, Macklin, Brown, and Hamilton. A. G. Crouse read a paper entitled "Poor in the midst of great Wealth," which was discussed by Messrs. Dowd and Baker. W. W. Ross read a paper on "The Needs of Country Schools," which was discussed by Messrs. Sater, Baker, Brown, and Blakesley. The annual address was delivered by Judge Wm. Lawrence, subject, "The Relation of Common Schools to the Government, to Society, and to the Citizen." Ada Smith discussed "Sturm's Theorem" and comments were made by Wm. Hoover. Van B. Baker read a paper on "County Supervision," which was discussed by Messrs. Williamson, Brown, and Lehr. J. E. Sater read a paper on "The Work of the Common Schools," which was discussed by Messrs. Clippinger and Hoover. Resolutions were adopted in favor of County Supervision and the Township System. The Association will meet next December in Sidney. Officers elected:—President, J. W. Zeller; Vice-President, F. M. Hamilton; Secretary, J. E. Sater; Treasurer, W. F. Torrence; Executive Committee, Messrs. Baker, DeFord, and Hartley; Publication Committee, Messrs. Williamson, DeFord, and Hoover.

—THE educational meeting for the Sixteenth Congressional District, was held in Massillon, December 21, under the management of E. A. Jones, Vice-President of the District. The Hon. Arvine C. Wales, of Massillon, was chosen President, and A. B. Stutzman, of Kent, Secretary. Addresses were delivered by the Hon. T. W. Harvey, the Hon. Daniel Worley, Prof. J. A. Brush, Pres. B. A. Hinsdale, and Prof. D. F. De Wolf. The committee on resolutions, B. A. Hinsdale, J. B. Eberly, and T. P.

Ballard, reported two resolutions, one in favor of county supervision and the other in favor of the township system. These resolutions were unanimously adopted. The delegates chosen to attend the Columbus meeting were Dr. S. Diefendorf, Prof. Sawhill, and E. J. Grosscup, for Ashland Co., alternates, Mr. McFadden, Jesse Hissem, and J. C. Sloane; J. H. Lehman, E. A. Jones, and the Hon. H. S. Miller, for Stark Co., alternates, J. A. Brush, W. H. Dressler, and S. A. Conrad; C. A. Reid, W. W. Patton, and D. D. Pickett, for Portage Co., alternates, the Hon. R. B. Conant, Henry Peck, and H. D. Smalley; W. S. Eversole, S. J. Kirkwood, and F. M. Atterholt, for Wayne Co., alternates, John Zimmerman, J. B. Eberly, and T. D. Cornell. A sumptuous dinner for the convention was furnished by the Massillon teachers, who were given for this generosity a hearty vote of thanks. The able address delivered by Pres. Hinsdale was published in full, the following Monday, in the *Cleveland Leader*.

—THE Educational Convention for the Twelfth Congressional District met in Portsmouth, December 21, 1878, under the management of Vice-President Wm. Richardson, of Chillicothe. The meeting was welcomed by E. F. Draper, President of the Portsmouth Board of Education. J. S. Wilson, of Ironton, read a paper on "Some Wants of Ungraded Schools," M. S. Campbell, of Portsmouth, on "School Supervision," J. H. Poe, of Chillicothe, on "The Teacher from the Stand-point of the County Examiner." The remaining time of the forenoon session was occupied by the Hon. J. J. Burns. In the afternoon the committee on resolutions, H. P. Ufford, of Chillicothe, J. W. Longburn, of Jackson, C. F. Dean, of Ironton, E. B. Cox, of Piketon, and W. M. Fresner, of Portsmouth, presented resolutions in favor of the Township System and County Supervision, which were adopted. In the discussion Messrs. Ryan and Sharkey, of Lawrence, opposed county supervision, but they were answered by Messrs. Burns, Dean, Richardson, Wilson, and Campbell. Delegates elected to Columbus meeting:—Ross County, Wm. Richardson, J. H. Poe, J. H. Brenneman; Jackson County, J. W. Longburn, Kate Dwyer, Mr. Morgan; Lawrence County, J. S. Wilson, C. F. Dean, M. B. Ryan; Pike County, E. B. Cox, J. W. Higgins, C. A. Peters; Scioto County, M. S. Campbell, Aaron Grady, and Geo. A. Walker. The evening before the Convention Mrs. Delia Lathrop Williams delivered an address on "The Lady Teacher."

—THE Educational Convention of the Sixth Congressional District met December 7, 1878, in Defiance. S. F. DeFord was chosen President, H. H. Wright, Vice President; and J. F. McCaskey, Seeretary. Letters from Gov. R. H. Bishop, the Hon. A. V. Rice, and the Hon. T. W. Harvey, were read. J. E. Sater read a paper on "School Management," which was discussed by J. F. Jones. G. W. Walker read a paper on "Needs of Country Schools." Superintendent Barnes of DeKalb Co., Indiana, gave an account of supervision in that State. The committee on resolutions, G. W. Walker, J. F. Jones, and C. W. Prettyman, reported two resolutions one of which was in favor of County supervision and the township system. The resolutions were adopted. The delegates elected to the Columbus meeting, Jan. 10 and 11, were for Allen Co., G. W. Walker; for Putnam Co., C. J. Swan and J. L. H. Long, alternates, S. C. Patterson and Daniel Bru-

baker; for Henry Co., J. F. McCaskey and J. F. Jones, alternates Elijah Cratz and Mr. Barnhill; for Defiance Co., H. H. Wright and F. M. Thompson, alternates J. E. Lewis and T. M. Priest; for Fulton Co., J. E. Sater and H. G. Prettyman; for Paulding Co., C. W. Prettyman and Mr. Williamson, alternates J. K. Mackeag and H. M. Ayers; for Van Wert County, A. E. Hastings. H. H. Wright, J. E. Sater, and F. M. Thompson were appointed a committee on "Course of Study," and J. F. McCaskey and H. H. Wright a committee on publication. F. M. Thompson read a paper giving some of the glaring faults of ungraded schools, which was discussed by J. F. McCaskey. H. H. Wright read a paper on "Some Stimulants for Ungraded Schools," which was discussed by C. W. Prettyman. A paper was read by the Hon. C. J. Swan on "What Legislation is most needed at the Present Time for Ungraded Schools," which was discussed by the Hon. W. D. Hill.

—THE Association of Colleges of Ohio held its meeting for 1878 at Oberlin, December 26 and 27. The papers read were on "College Morals and Discipline, by Pres. C. H. Payne, of Delaware; on "The Ends and Methods of Rhetoric," by Prof. Joseph Milliken, of Columbus; on "The Metric System," by Prof. L. E. Hicks, of Granville; on "Teaching Geometry," by Prof. E. T. Tappan, of Gambier; and on "Methods of Teaching Greek," by Prof. T. D. Seymour, of Hudson. The most important action taken was a resolution declaring what institutions are entitled to admission to the Association. Prof. D. F. De Wolf, on reporting the list from the committee, was careful to state that the report was only partial, being made upon such information as was then accessible, and that very likely there are other institutions as well entitled to admission as some of those named. The following fifteen are the colleges named:—Ohio University, Western-Reserve College, Kenyon College, Oberlin College, Marietta College, Ohio Wesleyan University, Denison University, Hiram College, Baldwin University, Ohio State University, Cincinnati University, Antioch College, Otterbein University, St. Xavier College, and Wooster University. The paper by Prof. Milliken was read by Prof. Judson Smith, of Oberlin, the former being absent. The Metric System was approved, and the preparation of memorials to Congress and the General Assembly ordered. Officers elected:—President, E. Benjamin Andrews, President of Denison University, Granville; Vice-President, Aaron Schuyler, President of Baldwin University, Berea; Recording Secretary, I. J. Manatt, of Marietta College; Treasurer, Prof. McFadden, of Otterbein University, Westerville; Corresponding Secretary, S. J. Kirkwood, Wooster University; Executive Committee, B. A. Hinsdale, Hiram College, W. H. Scott, Ohio University, Athens, and R. B. Warder, University of Cincinnati. The next meeting is to be held at Columbus, at the Ohio State University.

PERSONAL.

—C. M. RIGGS is Superintendent of the Clarksville Public Schools.

—M. T. HYER is Superintendent of the Public Schools of Sabina, Ohio.

—D. S. MYERS is Superintendent of the Public Schools of Bradford, Ohio.

—OSCAR W. MARTIN is Principal of the Public Schools of Spring Valley.

—Wm. Tait is serving his first year as Principal of the Public Schools of Fayette, Ohio.

—MISS BELL GORBY has succeeded J. B. Cash, as teacher in the Bellaire Public High School.

—GEO. STILLMAN HILLARD, author of Hillard's Readers, died in Boston, January 21, 1879.

—J. H. MACKEY has been employed as teacher in the Public High School at Cambridge, Ohio.

—E. O. VAILE, of Chicago, late of Ohio, has retired from the editorship of the Educational Weekly.

—FRANK P. ADAMS has succeeded W. F. Harper as Principal of the Central Normal College at Danville, Indiana.

—H. M. PARKER, Superintendent of the Public Schools of Elyria, Ohio, was graduated at Marietta College, in 1859.

—MRS. A. J. OLTMSTED, about twenty years ago a teacher in the Marion High School, died in Murphy, N. C., about two months ago.

—ORMOND STONE, of the Cincinnati Observatory, addressed, in December last, the Michigan Teachers' Association on "The Sun."

—ARTHUR FORBRIGER, for the last ten years Superintendent of Drawing in the Cincinnati Schools, died the last day of last November.

—A. W. PRICE, the well-known book agent, after a service of about thirty years retires from the work at the beginning of this month (Feb).

—J. P. TODD, last year Superintendent of the Public Schools of Columbiana, Ohio, has been elected assistant teacher in the Wellsville High School.

—PROF. S. H. CARPENTER, of Wisconsin, died about two months ago. He was a fine scholar and an active friend of education. The State will miss him greatly.

—MISS JULIA SOULE has succeeded Mrs. Burgess as Principal of the Harveysburgh (Ohio) Public Schools, the latter having resigned on account of ill health.

—PROF. L. S. THOMPSON, of Purdue University, Ind., has borne his testimony in the *Guernsey-County Times* to the good effects of county supervision in Indiana.

—H. J. CLARK, of Akron, and formerly Principal of the Poland Academy, has succeeded H. R. Chittenden as Superintendent of the Public Schools of Oberlin, Ohio.

—J. K. PICKETT, who was about fourteen years ago Superintendent of the Public Schools of Alliance, Ohio, is now Principal of the Public Schools of Eddyville, Iowa.

—RICHARD OWEN has resigned the professorship of Natural Science in the Indiana State University. He is better known by his connection with important geological surveys.

—A. J. RICKOFF, of Cleveland, addressed, in December last, the Illinois Teachers' Association on "The Mission of the Public School." He was elected an honorary member of the Association.

—EVA M. HURD succeeded Olivia T. Alderman in the Eaton High School last September. This announcement should have been made several months ago, but it was either overlooked or failed to reach us.

—THE Hon. W. J. Corthell has resigned his position as State Superintendent of the Public Schools of Maine to take charge of the Gorham Normal School. The Governor has nominated A. N. Luce to fill the vacancy.

—DR. J. G. BLAIR, Principal of the Fairmont Normal School, W. Va., died December 22, after an illness of three days. He has been editor of West-Virginia Educational Journal. We were associated with Dr. Blair as teacher in the Greenfield Seminary in 1850.

—THE Rev. Henry Smith for more than twenty years a Professor in Lane Theological Seminary, died of heart disease, in Cincinnati, January 14, aged 73 years and a few days. Before 1855 he had served many years as professor and president of Marietta College.

—HENRY KIDDLE, Superintendent of the Public Schools of New-York City, has been made by the French Minister of Education, an "Officer of the Academy" for his "eminent merits as an educational administrator and especially as editor of the *Cyclopædia of Education.*"

—W. T. HARRIS, Superintendent of the Public Schools of St. Louis, Mo., has, by a decree of the Minister of Public Instruction of France, been constituted an "Officer of the Academy." The insignia of this Order of the University of France is a silver wreath of palm suspended from a purple ribbon, and a diploma of the degree signed by the Minister of Public Instruction.

—JOHN EATON and John D. Philbrick have received the Gold Palm and W. T. Harris, Henry Kiddle, and J. Ormond Wilson, the Silver Palm from the French Minister of Public Instruction. The Gold Palm gives the title "Officer of Public Instruction" and the Silver, "Officer of the Academy." The badges are a purple rosette, and a purple ribbon worn in the button-hole of the left lapel of the coat.

—THE Teachers' Institute, of West Township [Columbiana Co.,] met December 27, 28, 1878. Prof. J. A. Brush delivered an address on "Heat, its Sources and Effects." On Saturday he spoke on "Theory and Practice" and "Geography." J. B. Unger spoke on "Grammar," and H. V. Merrick conducted a "Reading Class." It was decided to meet quarterly. The next meeting will be at Moultrie on the second Saturday of March.

—FRANK M. ALLEN, Washington, C. H., Fayette Co., Frank W. Bryant, Mt. Airy, Hamilton Co., Leucien J. Fenton, Manchester, Adams Co., Joseph Welty, New Philadelphia, Tuscarawas Co., Jane Howison, Cincinnati, Hamilton Co., Henry B. Furness, Cincinnati, Hamilton Co., and S. J. Kirkwood, Wooster, Wayne Co., obtained state certificates at the examination held in Cincinnati, December 27 and 28, 1878.

—**ALSTON ELLIS** resigned the superintendency of the Public Schools of Hamilton, Ohio, January 16 (his resignation to take effect March 1), in order to accept an engagement with H. W. Derby & Co., of Columbus. This firm we believe is the Ohio representative of Harper & Brothers' publications. The Board of Education of Hamilton will hardly find a man that will fill Mr. Ellis's place. He was just the man for that city, and we have no hesitation in saying that he has done more for the promotion of public education in Butler County than any other man that has ever resided in it.

INSTITUTES.

MONROE Co.—Place, Woodsfield ; time of beginning, December 23; duration, one week ; enrolment, 105. The instruction was given entirely by teachers resident of the county, as it had been decided the previous year to employ no foreign aid at the next meeting. The following persons gave instruction : J. A. Marshall (Elocution and methods of teaching English literature in the common schools), W. P. Cope (Compound Proportion, Analysis, and the Metric System), John Greenbank (Theory and Practice), W. T. Bottenfield (Geography and Spelling), G. W. Hamilton (Arithmetic), D. McVey (Grammar and Orthography), R. L. Morris (Grammar). The query-box furnished a great many topics for discussion, and in this quite a number of teachers participated. J. A. Marshall gave two evening elocutionary entertainments, which were highly appreciated by the teachers and the citizens of Woodsfield. The last evening was devoted to the discussion of County Superintendence, but no vote was taken. Resolutions were passed asking the Legislature to take some steps towards securing for the common schools a uniformity of text-books, and also to devise some way by which their price may be materially reduced. The *Metric System* was warmly indorsed ; and the representative from the 13th district, was requested to present to Congress a bill which will secure the early adoption of this system as the only *legal* one in the U. S. The institute was pronounced the best ever held in the county, and the executive committee was requested to carry out the same plan next year. Officers elected :—President, David McVey ; Vice-Presidens, James Taggart, Agnes Smyth, Flora Johnson ; Secretary, S. A. Atkinson ; Treasurer, J. A. Watson ; Executive Committee, S. Schoolcraft, W. F. Wise, A. J. Pearson.

NOBLE Co.—Place, Caldwell ; time of beginning, December 22; duration, 1 week ; enrolment, 59, 46 gentlemen and 13 ladies ; instructors, R. L. Allbritain, Joseph Stottler, W. N. Rice. C. M. Watson, W. H. Ullman, J. M. Archer, and A. J. Spriggs.

GUERNSEY Co.—Place, Cambridge ; time of beginning, December 22; duration, one week ; enrolment, 108, 64 gentlemen and 44 ladies ; instructors and lecturers, John McBurney, Mrs. Katharine Grey, Rev. W. V. Mulligan, the Hon. J. J. Burns. County supervision was discussed, and an editor, D. D. Taylor, and a preacher, W. V. Mulligan, helped opposing

teachers in the discussion. The result was an adverse vote. Officers elected:—President, Alfred Weedon; Vice-President, J. H. McClenahan; Secretary, Robert Boyd; Treasurer, I. T. Woods; Executive Committee, J. A. Crow, I. A. Tannehill, and C. B. Hutchinson.

FRANKLIN Co.—Place, Columbus; time of beginning, December 17; duration, 4 days; enrolment, nearly 200; instructors and lecturers, D. J. Snyder, the Hon. J. J. Burns, Profs. Haywood, Clenahan, Ogden, and Ridge. Class drills and short addresses by members of the Institute. Officers elected:—President, D. C. Arnold; Vice-Presidents, C. Williams and C. Longman; Secretary, Lizzie Hanby; Assistant Secretary, Anna Sommers; Treasurer, L. L. Pegg; Executive Committee, D. J. Snyder, Trevitt Hoover, and John Clark.

—We have received no account of the Holiday Institute held in Wayne County, except a subscription list.

B O O K N O T I C E S .

"HANS VON SMASH," "Laura, the Pauper," "On the Brink," "The Pull Back," "Country Justice," "The Assessor," "Two Ghosts in White," "A Bad Job," "Our Country," "Borrowing Trouble," What have I to do with Plymouth Rock," "Parlor Entertainment." Chicago. T. S. Denison. 1878.

These are twelve school and social dramas written by the publisher except "On the Brink," "A Bad Job," and "Parlor Entertainment," which were written by H. Elliott McBride, and "Plymouth Rock," by Jas. H. Blodgett. These little plays are convenient for the purposes intended and will doubtless be sought for by those interested in getting short plays for acting at school or home.

SCHOOL-ROOM CLASSICS. I. Unconscious Tuition. By Rt. Rev. F. D. Huntington, S. T. D., Bishop of Central New York. Davis, Bardeen & Co., Publishers, Syracuse, N. Y.

This is a neat 81-page 18 mo, with paper covers. Dr. Huntington's address, which has for more than twenty years been before the public, deserves to be called a school-room classic. In the book about 36 pages are devoted to a catalogue of "Books for Teachers," published and for sale by Davis, Bardeen & Co. By the omission of a comma on the title-page, our friend C. W. Bardeen is made to appear as *Davis* Bardeen. Is this a device by which the trunk of a firm is made to absorb the head?

ENGLISH HISTORY IN SHORT STORIES. Revised edition. A. S. Barnes & Co., New York, Chicago, and New Orleans. 1878. Pages 179. Sent by mail postpaid for \$1.00.

This is a *unique* little book which contains matter not usually found in English history. Among the topics presented are Heraldry, Titles of Nobility, with their relative rank, explanations of Governmental Laws, Victoria's lineage, etc.

S. H. Herriman

THE NATIONAL EDUCATIONAL JOURNAL AND PRACTICAL TEACHER.

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THE
OHIO EDUCATIONAL MONTHLY;
Organ of the Ohio Teachers' Association,
—AND—
THE NATIONAL TEACHER.

MARCH, 1879.

Old Series, Vol. XXVIII, No. 3.

Third Series, Vol. IV, No. 3.

THE STUDY OF LATIN AND GREEK.

Everything old is now on the defensive. We need not be surprised, therefore, that the study of Latin and Greek is called on to vindicate its right to be. And if some of those who assail it show by their style that their keen weapons were forged and polished in the workshops of their adversaries, this is only doing against learning what has been often done against Christianity.

We wish to state, in the way of brief summary, why it is that Latin and Greek have a right to their prominent place in education.

To begin with Latin; we admit that there are some reasons which once existed for its study which have now lost their force. It is no longer necessary to speak and write Latin for practical use in intercourse with the learned. It is no longer necessary for keeping up acquaintance with contemporary science and learning. Lord Bacon, if he were now alive, would not write his principal works in Latin. It is not necessary in order to have a wide range of literature. As life is short and the amount of reading is immense, we cannot say as could once have been said, that he who is ignorant of Latin and Greek must spend his life without books. Nor can we say as our ancestors in learning could, that a liberal education without Latin is impossible for the want of suitable material to exercise the intellect upon.

What, then, are the claims of Latin to a foremost place in the best system of liberal education?

1. A careful comparison of languages shows that Latin is peculiarly well fitted to be the basis of all language-study. This is not altogether a matter of opinion, but of fact. In the systematic study of language some one language must come first, and it cannot be a matter of indifference which that shall be. Nor should it be taken for granted that this must be one's native language, whatever it be, for we want some one that shall best open the whole study of language. If we can find that, it will, in due time, yield in full measure what is needed for the study of our own. This basis-language should evidently be (1.) not too far removed from modern thought, (2.) fully equipped with the means of expressing grammatical relations, (3.) systematic and rich in word-formation, (4.) encumbered with few alphabetic or phonetic difficulties, and (5.) immortalized by genius. Latin has all these qualities, and no other language has. German, English, and French are exceedingly deficient in grammatical inflexions, and French, besides, is dependent on Latin for its etymology. After one is well trained in Latin inflexions and their uses, he can appreciate, and even be satisfied with, the looser methods by which these other languages accomplish a similar result. There is no way of dethroning Latin but by a successful assault on the study of language itself; and when we come to such a pass that the study of the expression of human thought, i. e., of thought itself, is discarded from the training of the human mind, or degraded to a low place, it will be time to inquire whether there is such a thing as education, and if so, whether it is worth getting.

2. It is a manifest addition to the value of Latin that, being dead, it is a foreign language to all moderns. Every student needs to write and speak much in his own language. To do this, he must either be confined to his own ideas, or he must re-compose the thoughts of writers in his own language, or he must translate from a foreign tongue. He should indeed do all three, but the last is indispensable in the early stages of education. In original composition he is often compelled to direct his course of thought so as to accommodate his limited power of expression, or to limit his language—as he ought—to the poverty of his thoughts. In re-composition he is compelled to employ different and, almost necessarily, inferior language. But in translation the thought is furnished him, and that, and

that only, he must express, and for this purpose the best words in his own language are at his disposal, instead of being fore stalled, as in re-composition. This is substantially the argument of Cicero for studying Greek. He says (*De Oratore* i., 34), speaking of his own experience, that in re-composing Latin works of genius, if he used the same words as his author, the exercise did him no good, while if he used different and inferior words, it did him harm. Had he been an Athenian, he would have used the same argument for studying Latin. Nor should we pass by the great benefit derived from searching out the exact meaning of a foreign writer,—a discipline of especial value to the lawyer and clergyman. A great part of a lawyer's work is interpretation.

3. The knowledge to be obtained from Latin is a worthy accompaniment of its training in language and thought. Latin is not studied primarily for knowledge. Hence it is no answer to its chief claim to say that one can get knowledge faster by studying something else. Assuming that some foreign language is required for the best educational course, we must allow a reasonable time for learning it; and its study should be begun in childhood. If a boy begins Latin at twelve and gives one-third of his study-time to it for five years, how much will he know, in consequence, at the age of seventeen? He certainly ought to know something about Cæsar and Cicero and the other prominent actors in the closing days of the Roman republic; about Augustus and the succeeding emperors; about the great literary lights of the classical period of Roman literature; about the whole history of the growth, supremacy, and decline of the world-ruling nation, with its literature, philosophy, religion, art, law, and entire civilization and its relations to all the other nations and its influence down to our own day. This seems like knowledge; and it is acquired not by cramming and reciting the pages of a history, but by being placed in the midst of the events themselves, and living in the company of the principal actors. It is learning ancient history by studying ancient literature in the light of modern investigation.

Now, suppose the same boy to begin German instead of Latin, how much more valuable knowledge will he gain in the same time? We have no fears about the answer. If one says that all this knowledge can be got from translations of Latin authors, we reply, To the same extent can the knowledge he would get from any foreign modern language be got from translations.

4. Latin contains admirable literary models. To be confined to the study of models in one's own language is apt to induce servile imitation. But in the study of a foreign tongue admiring criticism guides, without destroying, originality. Now the literary works in Latin, whether we look at the poetry—epic, bucolic, and didactic—of Virgil, the lyric, moral, and critical poems of Horace, the orations, essays, and letters of Cicero, or the histories of Cæsar, Livy, and Tacitus, are worthy of the closest critical study. These works, and others, are exemplifications of good taste and intellectual power, and may be studied without fear of damaging one's originality, because the use of them must be combined with a constant effort to reproduce their thoughts in language equally good, but completely our own. These remarks apply principally to the later stages of study; but a true model has a real, though unrecognized, æsthetic influence from the first. Now we do not deny the existence of good models in modern foreign languages; but will any one tell us what book of orations in German will compare for educational use with those of Cicero? It should be added that the whole civilized world uses these models for a common educational purpose, and they are therefore not only intrinsically valuable, but conventionally a standard, and thus an established bond of modern civilization. If this be mere "fashion," then there is such a thing as fashion on a great and high scale.

5. Familiarity with Latin is implied in almost all the best modern literature, and is requisite in order to appreciate it. Latin is, as a rule, a part of the ordinary equipment for authorship. Even Shakespeare, who is said (though he does not say it himself) to have had "small Latin," had some, and Bunyan's incomparable style was modelled upon the English Bible, the work of scholars well trained in the classic languages. The influence of classical study is imperishable. We cannot destroy ancient literature without destroying as well modern; for the latter has grown out of the former. The world's literature is one. It is easy to say that the old writers are dead and gone. So are many of the modern writers; but the works of genius, of whatever age or tongue, will be read and studied till all men are dead and gone.

6. Latin is necessary for a thorough knowledge of the modern languages descended from it, French, Italian, and Spanish. According to Brachet, out of 5,977 simple French words in

popular use, 3,800 are from Latin. Add to these the derivative and borrowed words in both learned and popular use, which amount to about 21,000, and the proportion will be very much larger. What is a foreign learner going to do with such a language without a knowledge of Latin? He can learn to read and speak it after the parrot fashion, but he can never learn or appreciate the real language or its literature. It will not answer even to trace back each word into Latin, for one must know Latin as a whole before he can successfully use its constituent parts. And as to taking French first and Latin afterwards, unless one is born into it, he might as well read a book of history by beginning at the last page and ending with the first.

7. Much that we have now said will apply to all modern students, of whatever nation; but the crowning advantage of Latin to English students comes from its entering so largely into their own language. Every one of us is speaking Latin every waking hour of our lives. In the first sentence of this paragraph we used the words *apply, modern, students, nation, crowning, advantage, enter, largely, language*. These are substantially Latin words, several of them being changed in form by coming to us through the old French. All but two are not merely transferred from Latin, but are themselves derived from other common words having a wide use in Latin and a long history. About half of all our words come from Latin, and they are words which, while not the most essential to forming an intelligible sentence, are most needed for cultivated discourse, and are most dependent on their history and etymology for expressiveness. Severed from their origin, they are arbitrary combinations of letters, to be learned as one learns the names of towns on a railroad. Now it is possible for one to acquire his whole vocabulary so as to use it comfortably well, by mere imitation and memory, as we learn words in childhood; but it is absolutely impossible for an Englishman to master his native tongue without a knowledge of Latin.

Turning now to Greek, we have not less, but more to say. Like Latin, it demands our study as a language; like that, its subject-matter is exceedingly valuable, and its productions are models. Like Latin, it is largely transfused into modern literature, and next to Latin it makes the largest contributions of any foreign language to our own. It gives us the bulk of our technical and scientific nomenclature, and such common words

as *geography, arithmetic, telegraph, microscope, poet, priest, prophet,* and hundreds of others. Even the word most used against it, *practical*, is Greek. But there are three things besides to be said of Greek.

1. The language is more perfect and more self-sufficing than Latin. For example, the definite article, not found in Latin, has complete development—perhaps, indeed, a little overdone—in Greek. In Latin, borrowed words, mostly from Greek, are numerous and necessary; in classic Greek they are almost unknown. If there is in the world an absolutely perfect language, it is ancient Greek.

2. It would be enough to glorify any language and make it an object of enthusiastic study to the end of time, if it contained only the poems of Homer. If any one is willing to be convinced of this without the labor of reading Homer himself, let him read the dozen pages of the last chapter of Mr. Gladstone's Primer of Homer. Make what allowance you please for the writer's enthusiasm, and then cancel that allowance by asking how Homer can excite such enthusiasm in such a mind. We make bold to say that no one can have a complete literary education without pondering, in its original tongue, the matchless combination of childlike simplicity and elaborate art found in the Iliad and Odyssey of the father of poetry. These poems are the pure fountain of poetry itself, and the source of the whole stream of Greek literature, and through it of Latin, and, in a great measure, of modern literature.

3. But the fact that the New Testament is written in Greek overtops all other motives for studying this language. Time was when critical Biblical study was remitted to the clergy. A different spirit now prevails. An "open Bible" now means to the educated—a Bible open in the original tongues and in the best texts. The greatest questions that stir the human mind bring us to the New Testament, and say to us, as was said to Paul, "Canst thou speak Greek?" Never in the history of the world was there a time when any faltering in the study of Greek was so irrational as it is to-day.

Western-Reserve College, Hudson, O.

Prof. L. S. POTWIN.

JAPAN NOTES.

SIGHTS AND SOUNDS IN THE CAPITAL.

About all one was able to learn of Tokio (formerly Yedo) in the old geographies was that it was the largest city in the

world, containing an indefinite and uncertain number of millions of people. There is possibly a little truth in all of this. It is likely that there are no larger cities in the world than this, that is when you speak in a "perimetrical" sense. As to population, that is not far from one million as nearly as can be ascertained. Its streets are continually the scene of great life and activity and they abound in sights and sounds which are of great interest to foreigners and a few of which I shall attempt to describe. We live in what is called "Kaga Yashiki"—the Yashiki or enclosure formerly belonging to the Prince of Kaga and occupied by him and his retainers during their periodical stays in the capital. On going out of the gate of the Yashiki one finds himself on a somewhat narrow street occupied principally by merchants and manufacturers. These two persons are often, in fact generally, one and the same as the merchant manufactures what he sells and the manufacturer sells what he makes. A Japanese store is open directly on the street, without door or window and almost the entire stock of goods is thus exposed to view. In many instances, as before stated, the operation of making is carried on at the same time and in the same place as that of selling. In the small shops the workman suspends his manufacturing operation to drive a bargain with you, being at the same time manufacturer, merchant, salesman, book-keeper, and clerk. We will look into a few of these shops.

THE WOOD-TURNER

is the first artisan we see after leaving our gate. He sits upon the floor of his shop—almost everybody sits in Japan—with his lathe in front of him. A hole is dug in the ground of sufficient depth to allow his feet to work a sort of treadle with which he keeps the spindle of his lathe in motion; not continuously, however, as is the case with lathes elsewhere, but alternately revolving a few times in one direction and then in the reverse. This is done by means of two straps wrapped two or three times about the spindle in opposite directions—the treadle acting so as to pull on one first and after that the other. He sits with the spindle in front of him in such a position that if it were "sufficiently produced" as we say in geometry, it would effectually destroy the usefulness of his digestive apparatus. The cutting tool he holds in his hands, occasionally using a rude rest for it. Of course it only acts during the motion of the spindle in one direction and is idle during the other half of the

time. It does not seem that the idea of making the revolution continuous in one direction by the use of belt and wheel has yet been recognized. The business of this man is making children's toys, and to the art of turning he adds that of ornamentation with paint and brush. He is his own salesman.

A little farther along is

THE BLACKSMITH.

He is also sitting down upon the floor of his shop. One leg is tucked in under him and the other is extended and making itself useful in working a rude bellows which sends puffs of air into the fire which is on the ground before him. The bellows consists of a rectangular box about six inches square and two or three feet long in which plays a piston (we always say a piston "plays") which is moved back and forth and forces the air through the fire. The rod to the piston is held firmly between the great toe and its immediate neighbor of lesser magnitude. The bellows only blows while the piston is being pushed in one direction, so that one-half of the time is here lost—the other half having been previously thrown away by the wood-turner with his oscillating spindle.

The anvil is a flat piece of iron of no particular shape sunk almost to a level with the floor, which is of earth. His hammer is—well!—if profanity is a sin, and it certainly is, a ship-load of these hammers distributed among American workmen would be the means of sending more men to perdition than any single agency I know of. I have tried to drive a nail with one of these hammers myself. A boy from ten to twelve years of age is generally at hand as the blacksmith's assistant. I often see them both at work making nails, for it is a fact that these men can compete in their prices of nails made by hand with those of foreign manufacture where machinery is used.

The blacksmith does not shoe the horse here; that is done by the shoemaker. I mean that the shoe worn by the horse is a kind of straw sandal similar in everything but shape to that worn by men, and it is a common thing to see a man who is leading a pack-horse stop and tie a new shoe upon the horse's foot, a supply generally being carried along.

THE CARPENTER

may be seen at work almost any where along the street. Everybody has heard how he pulls his plane and likewise his saw,

instead of pushing, as is the custom among the workmen of most countries. He bores a hole by using a kind of awl which has a long handle, twirling it between his hands. It requires a good deal of skill to make the hole go straight when made in this way but in this he is generally successful. As has been said, he uses "his stomach for a bench and his toes for a vise," and he makes great use of a tool very similar to the adze which he manipulates very skilfully. In the construction of a house after the native model he produces very beautiful effects by the use of crooked and irregular pieces of timber which he works into the structure in a very artistic way.

THE TRAVELLING RESTAURANT

is a very interesting sight. It is generally pretty evenly divided into two parts connected together by a pole which the owner throws over his shoulder as he carries his shop from one corner of the street to another. This restaurant supplies the jinrikisha-man or any other hungry mortal with a great variety of dishes, most of which in appearance and flavor are unknown to the American. Fish—cooked and uncooked—and rice in numerous forms, with a few vegetables constitute the larger part of the bill of fare. Now and then you meet one which is given up to the interests of the children and the inborn desire of every child to "bake his own cake" is gratified. A metal plate, generally of copper, is kept sufficiently hot by means of charcoal underneath; little bowls of a mixture of rice-flour, sugar, and water are sold for a few tenths of a cent each, the child being permitted to bake it upon the hot plate and to "muss" as much as he pleases. There is hardly a more enjoyable sight on the street than one of these infantile bakeries, surrounded by a group of light-headed youngsters.

The "hand-organ man" as far as I know has not yet reached Japan. Happy country! One soon discovers, however, the equivalent of this exponent of modern culture in the "samisen women" seen continually upon the street.

The samisen is a stringed instrument not unlike the "banjo" in general outline. Both the front and back of the body are covered with skin and the three strings are of silk. It is played alone or as an accompaniment to the voice. One soon observes that samisen women go in pairs, one being generally quite old and quite homely, the other quite young and quite pretty. The music of the samisen, like all Japanese music, is a plaintive

sort of monotone with hardly any characteristics in common with our own.

In these streets, which are not always wide and generally well filled with people, there are no sidewalks and the street is used for all alike. Jinrikisha-men pull their little carriages about at high speed and one finds it necessary to be wide awake to get along without accident. The difficulty met with by *blind men* in getting about under these circumstances can be appreciated. To avoid danger they provide themselves with pipes which they are continually blowing as they walk along. They blow two tones, the fundamental and its octavo and are heard for some distance in all directions. As they cannot look out for themselves, they thus notify others to look out for them and to the credit of the others, be it said, their warning is carefully attended to.

Speaking of a warning I am reminded of a very curious custom that prevails here. There are several large bells in this city, upon some of which the hours are struck. One huge fellow in Uyeno Park, not far from where I live, gives us the time of day, being struck by a great piece of timber suspended after the manner of a battering-ram; very like the arrangement which used to be "the thing" in my boyhood days for battering down chestnuts and hickory nuts from the giant trees in Ohio. This bell can be heard over a large part of the city and what is peculiar about it is that a warning of three solemn strokes is given before each hour is struck. This is for the purpose of attracting the attention of the people that they may be able to count the strokes correctly. It always seems to me to say:—"Wake up! wake up! you idle-sleeping people! for soon I shall strike for you the hour of the day—wake up!"

Tokio, Japan, January 1, 1879.

T. C. M.

TECHNICAL INSTRUCTION IN PUBLIC SCHOOLS.

The state has the right to teach any branch of knowledge that will promote the public welfare. This is the broad proposition on which public education rests. The attempt to draw a line through education and deny the right of the state to cross it, is illogical and futile. The state has either the right to teach all branches of useful knowledge, or it has no right to teach any branch. There is no middle ground.

The right of the state to teach all useful knowledge does not necessarily make such instruction its duty. The right to teach is one thing and the obligation to teach is another. The duty of the state in education is limited by its ability. It can not teach all persons all knowledge, and it is not its duty to attempt it. When the teaching of one kind of knowledge necessarily excludes more important instruction, the state is released from all obligation to teach such knowledge. If it has not the ability to cover the whole ground, it becomes its duty to give attention to the more important and useful.

The duty of the state to teach is also conditioned by necessity. The state has no monopoly of education. The church, the family and the individual, have also the right to teach, and every human interest may organize and support schools for its promotion and benefit. When needed instruction is, or will be, given by other agencies, the state may or may not provide it. Its concern is to see that such necessary instruction is efficiently given. As a general rule, the state should do nothing which can be safely left to voluntary or private effort, and this can only be settled by experience.

These fundamental principles shed a clear light on the duty of the state with respect to industrial training. The importance and value of such training are almost universally recognized in the older countries of Europe, and the American people are awakening to such recognition. The rapid exhaustion of the natural fertility of our soil, the great improvement in taste, and the wonderful increase in the variety of our manufactures, are all demanding higher technical knowledge and skill on the part of the American workman. This is especially true in the mechanic arts, where well-known causes have almost discontinued the apprentice system. If this decay of apprenticeship is not made good by technical training, the American workman will soon be at the mercy of the skilled labor of Europe. The railroad, steamship, and telegraph have destroyed isolation, and nearly all skilled labor is subjected to a world-wide competition. The day of mere muscle has passed, and the day of mind has dawned.

To what extent, and how should the state provide this industrial instruction and training? This, as is seen, involves the question assigned for discussion in this paper, "To what extent can technical instruction be given in our public schools?"

To narrow the question, permit me to assume that it is the

duty of the state to provide an efficient system of industrial training, and then let us see how much of such training can be wisely incorporated into our present school system.

The public school exhausts neither the right nor the duty of the state in education. It may establish higher institutions, and it may organize or encourage special schools of an elementary character, to meet the wants of classes. The public school is primarily an agency for the general education of all classes of youth. It is a common school—a school designed to impart a common education—an education useful to all and open to all.

This primary function of the public school is of the highest practical importance and value. Its comprehensive aim is to prepare the child to discharge the duties and meet the obligations of coming manhood, including his relations to the family, society, and the state,—relations involving the highest and most important activities of civilized life.

The public school assumes that every child that crosses its threshold to receive instruction, is to be a *man*, and that his first and highest need is to have all the elements of manhood within him developed, quickened, and energized. The first element in this elementary training is character, and the second is intelligence—intellectual furnishing and force.

My next position is that this primary function of the public school should not be subverted to provide technical instruction. This would sacrifice the more important to the less important. All experience shows that, even for industrial purposes, no technical training can compensate for the lack of general education. "The hand," says Mann, "becomes another hand when guided by an intelligent mind." Thought gives quickness and accuracy to the eye and cunning to the fingers. Popular intelligence not only promotes industrial skill, but it creates a demand for its products. It touches both of the great laws of wealth. What a conserver of industrial skill and enterprise is character! All the technical schools of Europe could not create the amount of industrial skill and knowledge which vice and crime in this country annually destroy. Their wasteful and injurious consumption of the products of human labor is absolutely appalling! The common schools of New England have contributed more to her industrial skill and enterprise than any amount of mere technical or industrial training can furnish.

The next step in our inquiry is to determine whether any technical instruction can be introduced into the public schools without sacrificing this primary function. There are elements of technical knowledge of general application, and hence of general utility. We have only time to refer to industrial drawing, the keeping of accounts, the practical applications of geometry, and the elements of natural science. These branches are not only the basis of technical training, but they also have great value as elements in the education of all children, whatever may be their pursuits in life.

Time for this instruction may be gained by reducing the time hitherto devoted to several other branches of study. This has been done in many schools without loss, and the adoption of truer ideas and better methods of teaching would make it possible and feasible in all.

There are also several arts of so general use that a knowledge of them would be of general utility. I refer to sewing, cooking (a lost art in many families), horticulture, and, in the country, agriculture. It may be objected that sewing and cooking would only be learned by one-half of the pupils; but it is also true that a knowledge of these arts would be of practical value to boys. There are few men who have not had occasion to regret their inability to "darn" and mend, and I am confident that if more men knew when food is properly cooked, more women would learn how to cook. The principles of cooking might be included in our school manuals of physiology and hygiene. In mixed schools it might be a good plan to permit the boys to do the reciting and the girls to present practical illustrations of skill. It is feared that the proof of the puddings might in many cases disarrange Cupid's plans!

The public school, as now equipped, is not competent to furnish efficient practical training in these arts—sewing possibly excepted. The most that could be expected of the present generation of teachers is to teach their theory from manuals prepared by experts. It is questionable whether the value of such instruction would compensate for the loss in other directions.

I hasten to the conclusion that it is not the business of the public school to teach trades or handicrafts. It can and should teach those elements of industrial knowledge, scientific and mechanical, which underlie the great industrial arts; but it should not be made a workshop to train apprentices. The

special training and practice needed to make a coat, shoe a horse, or build a house, should be left to the shop, or to special schools, properly equipped for this work. The public school has done its part in preparing youth for special pursuits when it has given them an efficient general preparation for all pursuits, and all industrial experience shows that the more fundamental and thorough this general preparation, the more fruitful will be the special training.

What is needed is to supplement the public with special schools for industrial training, and, when desirable, the requirements of the public schools should permit pupils to devote a part of each day to industrial pursuits, or to technical training. I have long held that the interests of both education and industry would be promoted by the adoption of half-time courses of study, running parallel with the present full courses in our schools. This would afford all the advantages of half-time schools without loss to those pupils who wish to devote full time to their studies. The limits of this paper forbid the giving of details. It must suffice to say that such an adjustment has been tested by experience.

I must further urge that the public school should be pervaded by an industrial spirit. It should cultivate a taste for industrial pursuits, and a respect for honest labor. This is more important than a weak attempt to make artisans.

But how are these special schools for industrial training to be organized and supported? The political, social, and industrial conditions of the nations of Europe differ so radically from those of this country, that it is not always wise to be guided by European experiences in education, but it will be safe to assume that whatever private enterprise has been equal to there, it will be equal to here.

As a rule, the higher technical and agricultural schools are directed and maintained by the government, and many schools of arts and trades receive more or less state and municipal aid. The more strictly industrial schools, especially those which teach industrial arts or trades, are private institutions, supported and directed by individuals or by philanthropic societies. The number of these special schools has increased until nearly every art and industry has its training school..

We see no reason why this experience may not be repeated in this country. The national government has laid the foundation of at least one industrial school of a high grade in each

state, and in accepting this bequest, each state has pledged its faith for the maintainance of the institution thus founded. Polytechnic and technical schools, but little less comprehensive, have been founded by private munificence, and schools of art are springing up in all our cities.

What is needed to secure a full development of this system of special schools is a popular demand for technical instruction, and this is coming. Experience is demonstrating the practical value of such training, and every important American industry will soon have its technical school.

Purdue University.

DR. E. E. WHITE.

TWO BOOKS I HAVE READ.

Mr. Gist's article in the February MONTHLY was very interesting to me. With him, your readers who are familiar with the writings of Professor Mathews, will agree, and unite in saying that in the pages of "Getting On in the World," "Great Conversers," etc., there is much evidence of the scholar in the author. We are willing to accord to him extensive knowledge of the varied literature of the world, but there are some things noticeable in Mathew's writings which render him subject to criticism. Mr. Gist has called our attention to some contradictions; wishing to be brief in this communication, I say, take the books I refer to in my heading—"Getting On in the World," and Smiles's "Self-Help,"—and notice some points in which one is the duplicate of the other.

Mathews in Self-Reliance, paragraph 8, says—

"It cannot be too often repeated that it is not helps, but obstacles, not facilities, but difficulties, that make men. Beethoven said of Rossini, that he had the stuff in him to make a good musician, if he had only been well flogged when a boy; but he was spoiled by the ease with which he composed."

—See Self-Help, chap. xi., paragraphs 12 and 13.

Speaking of Nelson, in chap. xii., Mathews says—

"Nelson attributes all his success in life to having been a quarter of an hour before his time."

—See Self-Help, chap. viii., paragraph 19.

In chap. xiv., "Getting On," due credit to Smiles is given for a quotation found in Self-Help, chap. vii.

The professor writing of Dr. Arnold in the same chapter, paragraph 5, says—

"Dr. Arnold, whose long experience with youth at Rugby gave weight to his opinion, declared that the difference between one boy and another consists not so much in talent as in energy."

—See *Self-Help*, chap. xi., paragraph 31.

From Mathews we have in the same chapter, further on—

"Washington lost more battles than he won, but he organized victory out of defeat, and triumphed in the end."

—See *Self-Help*, chap. xi., par. 14.

And again, further on—

"A Taglioni, to insure the agility and bounds of the evening, rehearses her pirouettes again and again, for hours together, till she falls down exhausted, and has to be undressed, sponged, and resuscitated ere she is conscious."

—See *Self-Help*, chap. iii., par. 8.

On the next page we have something about Sidney Smith as a parish priest, four lines of which we find in *Self-Help*, chap. iii., p. 10.

In the same chapter, further on, Mathews says—

"The mere drudgery which some men are said to have gone through with in executing their plans almost staggers belief. . . . Addison amassed three folios of manuscript materials before he began the *Spectator*. . . . Hume toiled thirteen hours a day while preparing his *History of England*."

—See *Self-Help*, about middle of chap. iv.

And again, the same chapter, "Getting On" has—

"Little progress was made at first; but by steady perseverance the habit of attention grew powerful," etc., etc., to the end of the paragraph, seven lines in all.

—See *Self-Help*, chap. iii., par. 7.

For the substance of the four lines at the beginning of the paragraph in chapter xviii. of the Professor's book in which he speaks of Wellington and Washington, see *Self-Help*, chapter ix., par. 12.

I give the foregoing instances of identity of language in the two authors without further comment, knowing that the readers of the *MONTHLY* can form good independent opinions about this matter.

Bellefontaine, Ohio.

W. H.

EDITORIAL DEPARTMENT.

—THE following letter gives a fuller account of the late Washington meeting than we should have given if we had ourself been present:—

Friend Henkle:

In compliance with your request, I attempt a summing up of the doings of the late meeting, in Washington City, of the National Educational Association, Department of Superintendence. With my credentials as self-appointed delegate in my pocket-book, I left home 3d inst., at one o'clock A. M., and after the usual number of minor incidents—changing position to rest weary limbs, lunches to strengthen the inner man, purchases of dailies, and refusals to buy books of that ubiquitous nuisance who insists on selling that large and varied collection of literature which you don't want, reached the capital, and found the camping ground of the school men.

From Harrisburg on, I enjoyed the pleasant company of Dr. Wickersham and other Pennsylvanians.

Tuesday morning, 4th inst., the Department was called to order by the President thereof, Dr. Wickersham, who made a few introductory remarks, after which prayer was offered by Dr. Domer, of Washington City.

Supt. Stevenson, of Columbus, Secretary of the Department was not in attendance, and an Ohio man was sought to wield the pen in his stead. Your correspondent was the only Buckeye then present, and the lot fell upon him.

At this first session, letters were read from a number of State Superintendents, and other educators, regretting their inability to attend. In some cases the hindering cause was a lack of money; in others a plenty of Legislature.

A resolution was offered by Geo. J. Luckey, of Pittsburg, requesting the National Commissioner to designate a day upon which all the children of the nation should receive instruction in the Metric System. It was referred to the Executive Committee, but for lack of time never reported upon.

The following committees were announced:—M. A. Newell, of Maryland; W. T. Harris, Missouri; J. D. Philbrick, Massachusetts; George J. Luckey, Pennsylvania; J. J. Burns, State Commissioner, Ohio; G. A. Gower, Michigan; and G. J. Orr, Georgia, committee on legislation. J. O. Wilson, of the District of Columbia; T. M. Marshall, West Virginia; Isaac N. Carleton, Connecticut; L. H. Durling, Pennsylvania; and W. A. Mowry, Rhode Island, executive committee. W. N. Barringer, of New Jersey; John Hancock, Ohio; Henry Houck, Pennsylvania; Richard L. Carne, Virginia; and J. Piper, Illinois, committee on resolutions. S. M. H. Hern, of Illinois; E. Smith, New York; and C. E. Hovey, of the District of Columbia, committee on invitations.

The paper read by Consul-General Hitz, of Switzerland, concerning

"Education in Switzerland," abounded in interest and instruction. It seems that the only really free schools in Europe—free as we understand the term—are to be found in those little Alpine republics. The school-houses commonly have garden lands attached, and pupils and teacher are seen at work practicing the fine art of transmuting sundry inorganic elements into early or late vegetables.

W. N. Barringer, of New Jersey, Dr. Wickersham, Dr. Wines, and others discussed industrial education. Indeed that was the prominent topic before the Department till the close, and a little speech upon it was always in order. The climax was reached in the discussion of Prof. Walter Smith's paper on "Technical Education and Industrial Drawing." But I shall not tell what everybody said, for the papers and discussions will be published in full and every one who has any interest in educational affairs should have a copy.

A very sensible paper was read at one of the evening sessions, by Judge Strong of the Supreme Court. He spoke upon "Instruction in Governmental Ideas." He set forth the necessity of more knowledge of the history of our country, and of the principles of constitutional law on the part of those who make the law-makers.

The wants of the Educational Bureau were set forth in a well-written paper by Gen. Eaton.

The wants set forth, in brief, are as follows: An additional clerical force to enable the Bureau to do the work necessary for its proper maintenance; fit and permanent quarters, as the Bureau had moved five times within the last nine years, entailing much expense and damage to the department; provision in law for a librarian and a catalogue of library of 10,000 volumes and 20,000 pamphlets; to publish more annual reports; to publish more reports to distribute, so that the Bureau may become better known; for publication of special reports, etc.; for the proper receiving, storing, and wrapping of the office work; to carry on the exchanges of educational information with foreign countries; the Superintendent's hearty co-operation in promoting the work of the Bureau, and \$51,740 for the maintenance of the department during the next year.

He alluded to the establishment of the office by Congress to supply a lack in educational resources—not a lack of authority, for there was abundant authority invested in every State, but a lack of an efficient medium for the collection of educational data, their generalization and publication. He illustrated the nature of the work done by reference to the Department of Agriculture,—the former does not control the farmer, the signal bureau does not control a single climatic condition, the bureau of education does not control a single school that it reports. He briefly described the formation of the plans by which it collects its information and prepares its publication and prosecutes its work, and the assistance it receives from the educators of the country.

He moved the appointment of a committee to investigate thoroughly this work and to report to Congress and the country. The chair suggested that as a committee on legislation had been already raised, it would be as well to refer it to that. Colonel Daniels, of Virginia, spoke in favor of a special committee to get the bottom facts about the Bureau of Education and spread them before Congress. This institution was misunderstood. Intelligent educators knew the great value of the work done by it. Gen. Eaton possessed the confidence and esteem of all who knew him. His services had been marked by the highest devotion, energy, and ability. But there was a certain kind of illiteracy in Congress as well as out of it upon this subject. In consequence, some denounced the Bureau as a

dangerous centralization, others as a useless expense, and many were indifferent. We do not want this bureau, the fruit of years of labor by the best educators of this country, to be barely tolerated and its usefulness crippled by meagre appropriations. It ought to be provided with the amplest means and placed in the front rank of our national institutions. It ought to be the last point touched by the hand of retrenchment. Better abolish the army and navy, West Point, and the Naval School, than to disable this important factor in the education of our future citizenship. The money wasted on our absurd Diplomatic System in a single year, would support the bureau well for fully a dozen years. Can any practical statesman doubt where the money would tell best on the future of the country in such a comparison?

The people should be made to understand that to collect, systematize, and diffuse knowledge as to the best mode of developing the latent power for good in 10,000,000 youth is its object. No higher purpose ever summoned the intellect and statesmanship of any land to its aid. To withhold money from such a work on the ground of economy is like withholding the seed from the earth in the springtime because of its cost. To allow its claims to be overshadowed by private interests is to commit moral treason to the country and sow with curses the path of future generations. Let us have a special committee to prepare the facts as to this terrible and menacing illiteracy in our land. Let them hold it up before Congress and the country in fitting words to arouse all patriots to action and secure prompt and effective legislation to give every child the best education possible.

The paper was referred to the committee on legislation for their report to the convention before the final adjournment.

Before the close of the discussion of Gen. Eaton's paper Mr. Wilson introduced Senator Windom, who made a few brief remarks to the convention. He expressed his deepest interest in the work of the Educational department. He regarded the school superintendents as generals of the great army, who are combating ignorance and laying that foundation of intelligence and culture upon which alone a free and republican government can rest. He appreciated the work of the National Bureau of Education, and said he had done and would continue to do, as chairman of his committee, all that was in his power for the support and encouragement of that Bureau.

It has seldom been my good fortune to listen to a discourse such as was given by Dr. G. J. Orr of Georgia, on "The Needs of Education in the South." It was luminous with historic light and glowing with the earnestness of christian zeal.

For the better understanding of the educational condition of the South, Mr. Orr gave a brief sketch of the history of educational endeavor in the South in ante-bellum as well as in post-bellum times. He took his native State as a fair representative of the southern states, and showed from the three constitutions of Georgia the acts of the legislature, the donation of large bodies of land as endowment for colleges, academies, etc., and the incorporation of various educational institutions, that while in ante-bellum times Georgia and the other southern states did not equal some of the northern states from an educational standpoint, and were especially deficient in elementary education, they were not so far behind the other states in higher education as has been represented. The educational attainments of public men from the south in ante-bellum times give the same evidence as the statistics. Attention was called to the fact that the

first college in the United States, perhaps in the world, to grant degrees to women was established in Georgia. A far different picture is presented in the period immediately succeeding the war. Millions of property were destroyed, and the state currency was ruined. Additional burdens were imposed, while the means of meeting them were diminished. A vivid and startling picture was drawn of the evils which the south suffered. In the cotton states, where the value of property diminished between 1860 and 1870 between one and two billions in value, at the latter date it is estimated that two-thirds of the population were non-taxpayers. A review of the hindrances to the full success of public schools in Georgia and in the south generally, shows that the greatest is poverty. Congressional liberality could not be better bestowed than in this direction. Mr. Orr stated that he had always taken the ground of universal education, and meant to press it as long as God would give him power. The city schools compare favorably with any in the Union. Supplementary figures given by Mr. Orr show that while in 1872 the public-school system of Georgia was \$300,000 in debt, with no means to meet its liabilities it has grown until now 207,000 persons are instructed, of whom 73,000 are colored.

Mr. Harris, of Missouri, being called out by General Eaton, responded briefly. He believed in local self-government on local matters. When interests rise above the local brim and overflow to larger communities, legislation must become general. The education of the children is a universal interest. Congress should see that it is accomplished everywhere. The nation has no guaranty of safety but in the education of its children.

The income of all the lands of the nation, or all it may hereafter acquire, should be sacredly set apart for education. The war made illiterates. There are more South than North, because of the disastrous issue of the contest to them. But the North, as well as the South, has a common interest in these children. The bill now before Congress distributes the proceeds of the public lands among the States in proportion to their illiteracy. He approved this bill, and desires to see it urged strongly by all friends of popular education.

The paper was further discussed by Drs. Hancock and Philbrick, and referred to the Committee on National Legislation, with instructions to press it upon the consideration of Congress.

Messrs. Hancock, of Ohio, Harris, of Missouri, and J. O. Wilson, of the District of Columbia, were appointed a committee to confer with General Eaton relative to the educational schedule of the coming census.

Dr. Philbrick gave to the Department an account of educational affairs at the Paris Exposition—the American exhibit, its plan and results, and how it was honored with gold medals, silver medals, bronze medals, premiums, decorations, palms, d'or and d'argent, and all that sort of thing.

Among the statements which I remember was this: that the Cincinnati exhibit of scholars' work had never had a parallel in the world.

A letter of thanks to Dr. Philbrick for his efficient services in the performance of the onerous and delicate duties of Commissioner to the Exposition was read and adopted, and signed by the officers, as expressive of the sentiments of the Department.

The report of the Committee on National Legislation I send in full.

It was not drawn up at a venture, but is the result of conclusions arrived at after careful examinations. It was read by the chairman, Hon. M. A. Newell, of Maryland, and adopted by the Department.

J. J. BURNS.

We had this report put in type but its length has compelled us to defer its publication until next month.

—We are glad to learn that the Philadelphians have begun by the appointment of various committees and sub-committees representing the Board of Education, the Teachers, and Officers of the International Exhibition, to prepare to receive the National Educational Association. We anticipate a reception of which Philadelphia will deserve to be proud. From this city the Association started on its peripatetic career, twenty-one years ago. It has not as yet met twice in any one city. We like the Hon. J. P. Wickersham's suggestion that the Pennsylvania State Teachers' Association adjourn until next year to give its members an opportunity to attend the meeting. This will save Pennsylvania teachers the expense of attending two Associations whose meetings will either be in the same or consecutive weeks. The Board of Directors of the National Educational Association by vote requested the Executive Committee to fix the time of meeting the week in which the first of August shall come. August beginning on Friday will make the meeting the last three days of July. Last month we suggested an excursion to Cape May (say Friday, August 1, the day after adjournment) and our suggestion having attracted the attention of the assistant to the President of the International Exhibition Company has resulted in his forwarding to us a proposition from the Pennsylvania Railway Co., to take the *members* to Cape May for a mere nominal sum, less than half fare. The letter from the Company is now before us. We also spoke of objects of interest in Philadelphia. We reproduce these with additions:—Independence Hall, the International Exhibition fast assuming the characteristics of a great educational museum, the Mint, the Academy of Natural Science, the Academy of Fine Arts, the Museum and School of Industrial Art, the School of Design for Women, the Franklin Institute, Girard College, the Municipal Buildings with their fine carvings, the Masonic Temple, Horticultural Hall, the House of Refuge, the Eastern Penitentiary, the Baldwin Locomotive Works, the Synagogue of Rodef Sholem, the United States Arsenal at Gray's Ferry, the Naval Asylum, the Anatomical Museum of the University of Pennsylvania, the Moyamensing Prison, the Petroleum Refinery and Grain Elevator at Point Breeze, the Navy Yard, Fort Mifflin, Pennsylvania Hospital, the Rooms of the Historical Society, the Philadelphia Library, Carpenters' Hall, the Blocksley Almshouse, the Franklin Printing-Office, the Ledger Office, the Girard Bank, the Board of Brokers, Penn's first American House, Hunter's Lithographic Establishment, Lippincott's Book Bindery and great Book Jobbing House, the Asylum for the Blind, the Asylum for the Insane, Zoölogical Garden, Memorial Hall, the House of Correction, Bridesburg Arsenal, Treaty Tree, Cramp's Shipyard, Jefford's Pottery, etc. Certainly here is enough to attract teachers. It should be remembered

that those attending the meeting will be more apt to have extra attention shown to them than if visiting these places under other circumstances. Again we urge teachers to prepare to attend the meeting and help to make it larger than any previous one.

—In our February issue we alluded to an editorial against County Supervision in the *Wilmington Journal* of January 8, every argument of which, we said, was based upon a misconception of what is proposed. The *Journal* reproduces what we said and adds, "The *Monthly* certainly will retract the above assertion when its editor takes time to reflect. It is proposed to increase the burden of taxation to pay a County Superintendent, to which we are opposed, and our argument upon this point certainly was not based upon a misconception." The *Wilmington Journal's* utterances, generally, indicate that its editor is a man who takes enlightened views of things. In a subsequent editorial on the subject something was said that exhibited a better understanding of the purposes sought to be accomplished. It may have been in the second that the subject of taxation was referred to. We have not the editorials now before us; but let us suppose the reference was in the first. Taxation is not one of the purposes of County Supervision. It might be called the *means* to accomplish the purpose. It would be just as correct to say that the church is established to collect money for its support. Let us, however, pass this point and accept taxation as a purpose. We reply that in the County-Supervision bill prepared in 1867 by the late Hon. John A. Norris, Capt. Wm. Mitchell, and ourself, which came within five votes of passing the House of Representatives, there being 48 votes for it to 40 against, 53 being a majority of the members, no provision was made to increase taxation and none was intended to be made. The bill now before the General Assembly is based upon that bill and Mr. Worley intends that there shall be no additional taxation. The theory is that the money arising from assessments already provided for by law may be made to accomplish more for the rural schools of the State if supervision be incorporated into the system than is now accomplished. The fact that no additional school levy is proposed probably was not known to the editor of the *Journal*. In the discussion of the matter, however, it may be well for the friends of the measure to argue that supervision will pay even if an additional levy be made which shall be sufficient to pay for the support of the system. A word or two in reference to the phrase "*burden of taxation*" which is always used and purposely in a derogatory sense. We do not consider our taxes a burden in any derogatory sense. We do not pay a very large amount, it is true, but if every other voter in the State paid as much the aggregate would exceed \$90,000,000.

—A WRITER in the *Catholic World* says many true things concerning the importance of technical education, but he does not remove the great obstacle to making it a part of a common-school curriculum—the expense. Already there is a general complaint that the schools are costing too much.

How, then, can it be expected that so great an additional expense will be assumed to try an experiment? Instruction even in mechanical drawing meets with a vigorous opposition in many quarters. Is it possible that the writer sees in this suggestion a means of loading the public-school system until it will break with its own weight?

—“timeo Danaos et dona ferentes.”

M. R. A.

—IN Ohio there is no *uniform* method of collecting school statistics and making school reports. This condition of affairs diminishes the value of all such statistics and reports.

“Tardiness,” “truancy,” “corporal punishment,” “days due,” “days present,” and “days absent” should mean the same thing in every city report. This is not now the case. In some schools a pupil who is in his seat within five minutes after the last bell, is *not* tardy. In other schools a pupil who is not in his seat when the last bell ceases to ring, is tardy. The same want of uniformity is found in nearly all other particulars noted in school reports. This should be remedied by the Superintendents’ Section of the State Association.

D.

—THE word, *gossip*, from *god*, God and *sib*, alliance, a Godly alliance is an example of a word that has been strangely perverted from its original meaning. School ma’m’s of the society type have been accused of small talk in which the truth, as Horace Greeley expressed it, is used “with penurious frugality.” The only safe rule is to avoid too close intimacy with any one and to say nothing that the world should not know. For curious as it seems, gossip will out. Good books and the use of the pen are excellent substitutes for gossip.

D.

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—THERE are in California 205,475 children of school age (5 to 17).

—THE West-Virginia Journal of Education (a weekly) is increasing in interest.

—It is expected that the enrolment this year in the Normal School at Ada will reach 700.

—CALIFORNIA spends yearly for teachers’ services over two and a quarter million dollars.

—THE average wages paid in California to male teachers is \$84 a month, and to female teachers \$68.

—AN Ohio edition of Colton's Geography, published by Sheldon & Co., is about to be issued. See advertisement.

—“*The Brooklyn Monthly*” has been adopted as the organ of the Teachers' Association of Brooklyn, N. Y.

—“*The Penn Yan Mystery*” announced in our last number came to an untimely end by the flight of its editor.

—“*The Phonorthographer*” is the title of a little monthly periodical started at Bloomington, Ill., in January last.

—A STATE Teachers' Association was organized at Austin, Texas, January 29, Dr. W. C. Crone being elected President.

—It is expected that there will be three graduates this year at Mt. Blanchard, two boys and one girl. We believe this is the first class.

—“*Good Health*” is the title of a neat covered octavo monthly periodical published at Battle Creek, Michigan. It is now in its 14th volume.

—*The American Naturalist* for February contains an illustrated article on New Zealand, and the beginning of an elaborate discussion of Instinct and Reason.

—A CANADA paper, the *Western Advertiser*, says that the people in the Province of Manitoba pronounce *Manitoba* with the accent on the second or fourth syllable.

—THE Hamilton (Ohio) Board of Education in accepting Mr. Ellis's resignation passed a series of resolutions highly complimentary of Mr. Ellis's work in that city.

—CANTON has been carrying on four night schools enrolling over 180 students, mostly young men from 15 to 25, who work in the shops. A few young ladies also attend.

—A Normal Department was opened in September last, in connection with the Springfield (Ohio) High School. Ten young ladies, former graduates of the school, entered it.

—“*School World*” is the title of a new monthly periodical published in St. Louis, Mo., at \$1 a year. It is edited by Charles Henry Evans. In his editorials he substitutes *I* for the editorial “*we*.”

—THE address of W. W. Ross of Fremont on “The wants of Ungraded Schools” delivered before the Columbus Convention, January 11, has been published in pamphlet form. It is a good campaign document.

—THE Erziehungs-Blätter protests vigorously against attempts at securing rapidity in recitation. The protest was written by L. R. Klemm, Superintendent of German Instruction in the Cleveland schools.

—THE number of cases of tardiness in the New-Lisbon Public Schools in January was only 50. This is a remarkable contrast with the monthly tardiness when C. C. Davidson took charge of the schools in 1876.

—AT the meeting of the Hamilton-County Teachers' Association, January 11, but one of the persons appointed to take part in the exercises was present, Mr. Hearn, of Cheviot, who read an essay on Reading.

—THE *Warren Chronicle* of February 5, said that a school in Trumbull County was adjourned the preceding Thursday because all the pupils (four) had gone off to visit. This is said to be a not unusual occurrence.

—THE educational awards coming to Ohio from the Paris Exposition were as follows:—*Gold Medals*, to the State and Cincinnati; *Silver Medals*, to Cincinnati and Van Antwerp, Bragg & Co.; *Honorable Mention* to W. D. Henkle.

—“Normal-School Mirror” is the title of a new periodical, the first number of which was issued in January, at Newbern, Tenn. *The Elec-
tic Teacher* is no longer the only school journal published south of the Ohio River.

—WE have received a programme of the Reunion of the St. Paris Normal School, for January 31 and February 1. Parts were assigned to seventeen persons. The only exercise on the first day was a lecture by John Ogden.

—The *Western Advertiser* of London, Canada, after quoting what we said in the *Monthly* about boarding around adds “‘Boarding around’ is now a custom of the past in Ontario, but the practice still exists in the Province of Quebec.”

—THE officers of the Hancock-County Teachers’ Institute failed to send any report of their Institute last August but we have learned that the Executive Committee have decided to hold this year a Normal Institute of four weeks’ duration.

—WE have received eighteen lists of questions used at the December examination of the Columbus High School, German (6), Latin (2), Rhetoric, General History, Geometry, Chemistry, Physics, Political Economy, Music, English, Algebra, and U. S. Constitution.

—IT seems strange to western teachers to see an announcement like this made near the beginning of February:—“The Public Schools of Providence will close this week, for a five weeks’ vacation. At the opening of the next term the afternoon session will be prolonged till five o’clock, as usual.” .

—A TOWNSHIP Institute was organized in Delaware Township, Hancock Co., on the second Saturday of January. C. D. Gilbert was elected President, and H. E. McVay, Secretary. The first meeting was to be held the second Saturday of February and the second Saturday of each month fixed for subsequent meetings.

—WE call especial attention to the advertisement of the Hon. T. W. Bicknell in relation to a European tour. He is just the man to act as general in such a campaign. The last of January he started on a trip across the Atlantic to make arrangements for the excursion. He intended to be gone about a month. Particulars will be given on application to him addressed to 16, Hawley Street, Boston.

—THE heating apparatus in the new school building at Bellefontaine failed so that there was no school from December 20, 1878, to February 3, 1879. It seems to be a common complaint that the heating apparatus of school-houses and churches fail to give satisfaction. There seems to be

more warmth exhibited by the efforts of manufacturers to sell the apparatus than is furnished by the apparatus.

—*The New-England Journal of Education* says, "Mrs. Shaw, of Cambridge, Mass., has given \$30,000 per annum to be used in establishing and maintaining kindergarten schools among the poorer classes of Boston." It would be interesting to know how many years this princely munificence has been exercised and how long it is to continue; also what a kindergarten school is.

—THE previously-announced programme for the meeting of the Fulton-County Teachers Association to be held February 15, at Pettisville, was "Rehearsal, Cora M. Keith; Essay, Florence McConnell; Paper, "Literature and the School," H. G. Prettyman; discussion, Wm. Tait, Bartley Brink, A. J. Cunningham; Object Lesson, Amie Haubiel; Language Lesson, Mrs. Riddle."

—THE previously-announced programme for the meeting of the Mahoning-County Teachers' Association in Canfield, February 22, was "Our Country Schools," Mary A. Hine of Poland; "Then and Now," W. V. Nelson, Lowell; "Be Clear," Miss M. G. Moore, Youngstown; and "Reading—What and How," Rev. Dr. Locke, Youngstown. Messrs. Manchester and Hitchcock were to open, respectively, the discussion of the first two topics.

—A BILL No. 784 has been introduced into the Ohio House of Representatives by Mr. Clough of Butler County to provide for a text-book commission consisting of the State Commissioner, Secretary, and Treasurer, who shall advertise for bids for books in certain large cities. The bill aims to secure cheap text-books but it has the objection of virtually giving three men the power to determine the text-books of all the public schools of the State.

—"*The Sun and Shield*" is the title of a paper issued at Frankfort, Ky., by the friends of the Hon. H. A. M. Henderson. It is intended to checkmate the efforts of those who are endeavoring to defeat his re-nomination as candidate for Superintendent of Public Instruction. We know very little of Kentucky politics but to us who are at a distance from the conflict it seems as if all attempts to nominate any one else on the Democratic ticket will be ineffectual.

—AN Institute [Third Annual] was held at West Cairo, Ohio, January 31, and February 1. About 60 teachers were present. The persons assigned by the programme to take part in the exercises were G. P. Macklin, E. Trumbo, W. H. Begg, O. M. Bowman, A. L. Belch, T. B. I. Williams, Blanche Johnston, Jas. Nishwitz, C. C. Ludwig, M. H. Woods, Prof. Ewing, Mrs Cheadle, R. Lewis, S. C. Patterson, F. R. Davis, S. D. Crites, Mollie Lloyd, J. E. Baker, H. Y. Waltermire, S. W. Cramer, and J. W. Kilgore.

—"*The Library and the School*" is the title of a new monthly 16-page periodical (size of page about 7 by 10 inches), started in February by H. W. Derby & Co., the western representatives of Harper & Brothers' publications. It presents a neat appearance and is well filled with original and selected matter. Although published in the interests of Harpers'

publications, which are many and valuable, yet it will no doubt aim to promote the cause of education independently of any publishing interests. It is called "a journal for the home." Anything that will tend to increase the circulation of good miscellaneous books is an important educational factor.

—THE Northwestern-Ohio Teachers' Association was held in Cleveland, February 8. Prof. De Wolf delivered a suggestive inaugural address. W. S. Eversole read a paper entitled "Excellencies and Deficiencies of School Superintendents," which was pronounced by the *Cleveland Leader* to be "one of the best papers that has yet been read before the Association." John S. White, Head Master of the Brooks School, read a paper on "The Need of Equalizing the Requisitions for Admission to College." We shall publish this paper in our next issue. It was discussed by B. A. Hinsdale, I. M. Clemens, A. J. Rickoff, Prof. White of Oberlin, and others. The course of study adopted at Akron last June was ordered to be published.

—THE Northern Clermont-County Teachers' Association met at New Boston, February 8. G. M. Roudebush spoke on County Superintendency and the General Benefits of Teachers' Associations; A. Williams, on "How to punish idle Scholars;" J. H. L. Barr, on "Teachers' Preparations;" J. L. Roudebush, on "History, and how to teach it;" G. B. Miller, on "School Examinations;" J. O. Rapp, on "Uniformity of Textbooks;" T. A. Mitchell, M. D., on "Health and Education;" W. P. Marsh, on "How to prevent Tardiness and Whispering." There was a general discussion of the "Objects of Recitation." No action was taken in County Supervision.

—THE Fifth-District Association met in Piqua, January 25. C. W. Williamson presided. Dr. G. V. Dorsey, President of the School Board, welcomed the Association to which welcome L. D. Brown responded. J. W. Dowd read a paper entitled "A Few Things." Alston Ellis delivered an address on County Supervision which was discussed by S. S. Linn, Major Johnston, and J. W. Widney, the first opposing it. The Rev. A. J. Reynolds of Eaton delivered an address entitled "A Plea for the High-School System." We are glad to see a full report of the meeting in the *Miami Helmet* published by I. S. Morris, who was in days gone by for many years Superintendent of the Public Schools of Eaton, Ohio, and a regular attendant of the meetings of the Ohio Teachers' Association.

—THE last meeting of the Butler-County Teachers' Association, February 8, was well attended, quite a number of visitors from other counties being present. J. W. Coyle of Seven Mile read a paper on "Theory and Practice of Teaching;" H. B. McClure, of Glendale, one on "Words;" C. L. Loos, of Dayton, one on "The Aristocracy of Mind;" Laura Corsen, of Eaton, one on "Some Notes on Wickersham's Methods of Elementary Instruction;" Mary Coulson, of Oxford, one on "Elementary Teaching;" F. J. Barnard, of Middletown, one on "The Turning Points;" Rev. A. J. Reynolds, of Eaton, one on "High Schools;" and B. F. Marsh, of Oxford, one on "The Teacher's Influence." Alston Ellis resigned the presidency of the Association which he had held for nearly eight years. Complimentary remarks were made by F. J. Barnard, L. C. Grennan, Jas. A.

Clark, and B. Starr. Several of the papers read also contained allusions complimentary to Mr. Ellis. Jas. A. Clark was elected to fill Mr. Ellis's place. The next meeting will be the second Saturday of March.

—THE Central-Ohio Science Association and the Greene-County Teachers' Association held a union meeting in Xenia, February 13, 14, and 15. Prof. A. G. Wetherby of Cincinnati was to lecture on Geology, Coates Kinney to welcome the Association, Judge J. B. Priddy to respond, C. W. Bennett to read a paper—"Bondage to Public Opinion," J. B. Peaslee to tell "How to begin to teach Primary Numbers," E. P. Andrews, to discuss "Music in Common and Ungraded Schools," Prof. Edward W. Claypole of Antioch College, to describe a Visit to Vesuvius, Prof. A. H. Tuttle of Columbus, to discuss "Physiology for the Common Schools," Prof. H. M. Perkins of Delaware, to talk about "Stars," W. S. Jones of Millersburg, about the Telephone, Microphone, and Phonograph, H. P. Ufford of Chillicothe, on "Easy Chemistry for Common and District Schools," and A. G. Farr of Columbus, give an Experimental Lecture on Electricity and Magnetism. Dr. John Hancock was to open the discussion on Prof. Tuttle's paper. Just as we go to press we learn that the officers elected at the meeting were as follows:—Pres., Wm. Reece; Vice-Pres., A. G. Wetherby, Geo. S. Ormsby, Edward Claypole; Ex. Com., A. H. Tuttle, W. S. Jones, H. P. Ufford; Rec. Sec., F. M. Allen; Cor. Sec., H. M. Perkins; Treas., A. G. Farr.

PERSONAL.

—T. D. BROOKS is Principal of the Public Schools of Convoy, Ohio.

—C. S. WHEATON is Superintendent of the Public Schools of Plain City, Ohio.

—N. COE STEWART has resumed his place as Superintendent of Music in the Public Schools of Cleveland.

—H. M. PARKER, Superintendent of the Public Schools of Elyria, can be engaged to do institute work in July and August.

—J. M. WITHROW, of Seven Mile has succeeded L. D. Brown as Superintendent of the Public Schools of Eaton, Ohio.

—RICHARD H. DANA, died Feb. 2, at the age of 91 years, 2 months, and 17 days. He was born in Cambridge, Mass., Nov. 15, 1787.

—A. W. PRICE, the veteran book agent, to whom reference was made in our personals a short time ago, died in Detroit about a month ago.

—W. S. GOODNOUGH is Director of the Art School which was established in Columbus about two months ago by the Columbus Art Association.

—THE HON. HENRY N. BOLANDER, State Superintendent of Public Instruction in California, from 1872 to 1876, has opened a hotel in the City of Guatemala, Central America.

—HAMILTON WALLACE, Superintendent of the Public Schools of Hanoverton, Ohio, although a graduate of one of the best law schools in the United States, prefers pedagogy to law.

—G. W. WELSH who has for years been Superintendent of the Public Schools of Lancaster, Ohio, has become an agent for Harper and Brothers, and S. S. Knabenshue of the High School has succeeded him.

—Prof. ROBERT KIDD spent the last week of January and the first two of February in giving instruction in elocution and physical culture, to classes in Monmouth, Ill. He had a large class of college students.

—THE HON. B. G. NORTHRUP, in an article on National Schools, published in the *Hartford Courant* of Feb. 6, opposes a National University, and an extension of the powers of the National Bureau of Education.

—JEREMIAH MAHONY, formerly editor of the *Chicago Teacher*, and afterward of the *National Teachers' Monthly*, has become associate editor of the *Educational Weekly*. Mr. Mahony is a trenchant and aggressive writer.

—Dr. J. R. LOOMIS, President of the University at Lewisburg, Pa., sailed for Antwerp, January 2. The Rev. Poindexter S. Henson, D. D., of Philadelphia, was elected, December 27, his successor. But he declined to accept the position. Prof. F. W. Tuston is acting as President and will continue to do so for the remainder of the scholastic year.

—GEO. E. HOWE, who was the acting Commissioner of Ohio State Farm (Reform School), six miles from Lancaster, from its establishment until about a year ago is now Superintendent of the Connecticut Reform School at West Meriden. Mr. Howe was once Superintendent, we believe, of the Public Schools of Painesville.

—Dr. S. J. KIRKWOOD, of Wooster University, can be engaged to do institute work the first two weeks of August or the first week of September. He is engaged for the last two weeks of August. Dr. Kirkwood before accepting his professorship at Wooster was Superintendent of the Public Schools of Tiffin, Ohio, and previously of those of Cambridge, Ohio.

INSTITUTE.

WAYNE Co.—Place, Fredericksburgh; time of beginning, Dec. 23, 1878; duration, one week; enrolment, about 130; instructors, Alston Ellis and Capt. Wm. Mitchell. County supervision was enthusiastically endorsed. The next session will be held in Smithville, in October, 1879.

B O O K N O T I C E S .

THE LATIN SPEAKER. Easy Dialogues and other Selections for Memorizing and Declaiming in the Latin Language. By Frank Sewall, A. M. New York: 1878. Pages 223. Introductory price 80 cts. C. B. Ruggles, Agent, Cleveland, Ohio.

The author, President of Urbana (Ohio) University, has prepared this book to infuse more life into the study of Latin. To accomplish this he aims to secure the presence of ideas in the mind of the student while he reads or repeats Latin words, and also to habituate him to the use of that

emphasis and inflection in delivery which show that there there is thought behind the utterance. So far as our knowledge goes, Latin or Greek is rarely *read* in school. We do not call the usual slow consecutive pronunciation of Latin words reading at all for it contains no sentensic emphasis or rythm. For a full discussion of the author's views we refer to his suggestive preface. The book reminds us in one part of our early Latin studies and in another of Corderius's Dialogues. Latin hymns form part of the selections.

THE CHILD'S FIRST HISTORY OF ROME. By E. M. Sewell. New York: D. Appleton & Co., 1877. Introductory price, 52 cts., exchange 25 cts. C. B. Ruggles, Agent, Cleveland, Ohio.

This is an American edition of a work prepared more than thirty years ago by Miss E. M. Sewell. The style and scope of the book have been highly praised. Such a book could be well used as a reading book. If a thorough study of it is desired the teacher will find that the last thirty pages are devoted to questions upon the text. Where not studied or even read by pupils it might be read by the teacher in those schools in which a time is set apart for reading by the teachers.

STUDIES IN BRYANT: a Text-book. By Joseph Alden, D. D., of the State Normal School at Albany, with an Introduction by Wm. Cullen Bryant. New York: D. Appleton & Co., 1878. Pages 127. Introductory price, 35 cts. C. B. Ruggles, Agent, Cleveland, Ohio.

This book will doubtless be sought for by those interested in doing something to improve their pupils in literary culture. Twenty of Bryant's short poems are made the subject of searching questions. These questions relate to the meaning of the words, clauses, to figures of speech, etc. To the "Waterfowl," 32 lines, there are 51 questions; to the "West Wind," 28 lines, 57 questions; to "Green River," 65 lines, 73 questions; to "Autumn Woods," 48 lines, 77 questions. These questions are all answered, but to the questions to the remaining sixteen poems answers are not given except occasionally.

OLD GREEK LIFE. By J. P. Mahaffy, A. M., Professor of History in the University of Dublin. New York: D. Appleton & Co., 1879. Pages 101. Introductory price, 35 cts. C. B. Ruggles, Agent, Cleveland, Ohio.

This is one of the "History Primers" edited by J. R. Green and belongs to the class of Classical Antiquities. It contains much valuable information and may, to some extent be considered, as covering the ground of Becker's Charicles. The very first page reveals to us some Greek peculiarities. It says "At Athens, for example, as among us, it was thought vulgar and ill-bred to hurry along the streets, or to talk at the top of one's voice, but on the other hand, if a gentleman was found going about without a walking-stick he was presumed by the police to be disorderly, and imprisoned for the night."

CLASSICAL GEOGRAPHY. By H. F. Tozer, M. A. New York: D. Appleton & Co., 1878. Pages 127. Introductory price 35 cts. C. B. Ruggles, Agent, Cleveland, Ohio.

This is one of the literature primers. It gives the prominent points in classical geography and makes interesting allusions to references made by Latin authors to the things described.

THE MODEL PRACTICE-BOOK. New York: D. Appleton & Co., 1878. Introductory price, \$1.08 a dozen. C. B. Ruggles, Agent, Cleveland, Ohio.

We have already described the Model Copy-Books with sliding copies, Goodman's patent. This is a blank book with detachable leaves, for dictation and trial exercises. Its chief use is for supplementary practice and specimen work. The leaves near the back of the book are all punched with holes, *à la* postal sheets, so that they can be taken out without tearing.

NATURAL PHILOSOPHY for general readers and young persons. Translated and edited from *Ganot's Cours Élémentaire de Physique* (with the author's sanction), by E. Atkinson, Ph. D., F. C. S., Professor of Experimental Science in the Staff College. Second Edition. New York: D. Appleton & Co. 1878. Pages 555. Introductory price, \$2.10; exchange, \$1.25. C. B. Ruggles, Agent, Cleveland, Ohio.

Ganot's large and excellent work on Physics, translated by Atkinson is well known, especially in the better class of colleges. This work is not abridged by Mr. Atkinson from that, but is based upon another book of Ganot's, which has had an extensive circulation in France. It is, however, not merely a translation but additions and alterations have been made to adapt it to the classes for which it is intended. It is amply illustrated with woodcuts and rendered more attractive by two remarkably well-executed colored plates. The book is beautifully bound in dark crimson cloth.

ILLUSTRATED SCHOOL HISTORY OF THE WORLD, from the earliest ages to the present time: accompanied with numerous Maps and Engravings. By John D. Quackenbos, A. M., M. D. Revised edition. New York: D. Appleton & Co. 1878. Pages 480. Introductory price, \$1.22; exchange, 65 cents. C. B. Ruggles, Agent, Cleveland, Ohio.

The plan of this history is that of synchronism. The author has not only endeavored to make the work readable, but accurate. Maps, illustrations, lists of contemporaneous sovereigns, list of reigning sovereigns of 1878, pronunciations, and an index add to the value of the book. It should also be stated that attention is paid to the institutions, domestic life, literature, and the literary and scientific men of different nations.

FIRST GREEK Book: comprising an Outline of the Forms and Inflections of the Language, a Complete Analytical Syntax, and an Introductory Greek Reader. With Notes and Vocabularies. By Albert Harkness, Ph. D. New York: D. Appleton & Co. 1878. Pages 286. C. B. Ruggles, Agent, Cleveland, Ohio. Introductory price, \$1.05; exchange, 60c.

This is an excellent book with which to begin the study of Greek. It contains enough for one year's work. No other book is required with it, as it is at once Grammar, Reader, and Vocabulary. Besides exercises for the translation of Greek into English, it also contains exercises to be translated into Greek.

AN INTRODUCTORY LATIN Book, intended as an Elementary Drill-Book on the Inflections and Principles of the Language, and as an Introduction to the author's Grammar, Reader, and Latin Composition. By Albert Harkness. Revised edition, adapted to the revised Grammar. New York: D. Appleton & Co. 1878. Pages 162. Introductory price, 87 cents, exchange, 50 cents. C. B. Ruggles, Agent, Cleveland, Ohio.

We are of the opinion that young students in Latin would make more advancement in the study of the language by taking this book up before

beginning the author's Grammar. Such selections of the Grammar are made (with exact number of rule and section as in the Grammar) as may be necessary to explain the exercises. Considerable attention is given to models of parsing. The general plan is that of the First Greek Book. It was written to supplant Harkness's Arnold's First Latin Book, first published about 1851.

ANNOTATED POEMS OF ENGLISH AUTHORS edited by the Rev. E. T. Stevens, M. A. Oxon, and the Rev. D. Morris, B. A. Lond. *The Task*, Book I.—*The Sofa.* By William Cowper. Philadelphia: J. B. Lippincott & Co. 1879. Pages 62. Price 25 cts.

A few months ago we gave an editorial on these annotated poems having before us then four of them, Gray's Elogy, Goldsmith's Deserted Village, Goldsmith's Traveller, and Scott's Lady of the Lake. They can hardly be too warmly commended. It is needless to say that the first book of the Task of Cowper has received like judicious notes.

CORONATION HYMNS AND SONGS: for Praise and Prayer Meetings, Home and Social Singing. Chas. F. Deems, D. D., LL. D., and Theodore E. Perkins, editors. A. S. Barnes & Co. New York, Chicago, and New Orleans. 1879. Pages 128. Price by mail, 35 cts.

It is claimed for this book that it contains more hymns that the world will not suffer to die and more new hymns that deserve trial than any other book extant. The whole number of hymns given is 126 each with the music.

WOODLAND ECHOES! A choice collection of Vocal Music for all Public Schools, Seminaries, Academies, and Singing Classes; containing a complete and progressive elementary course and a large collection of vocal music for Schools, Classes, Concerts, and the Home. By S. W. Straub. Chicago: Jansen, McClurg & Co. 1878. Pages 180. Price 50 cts.

This book contains 148 songs with the music, of which eleven are sacred twenty-three especially adapted to primary pupils, four patriotic, five temperance, and twenty-one solos, duets, trios, and quartets. We feel confident that teachers will like the book. See advertisement.

CONTRACTIONS IN ARITHMETIC. Every Rule and Operation shortened. Hours of Labor performed in as Many Minutes. Everybody's Companion and Friend. Address all orders to the author, Jay F. Laning, New London, Ohio. Price One Dollar. 1875.

This book is a small duodecimo. The title explains its purpose. Many teachers are interested in arithmetical contractions and will be interested to know whether the author has any new ones. See advertisement.

A FONETIC FURST REDUR, printed in the Alfabet and Speling ov the Speling-Reform Asoshiashun. Bi T. R. Vickroy, A. M., a Director of the Speling-Reform Asoshiashun, and a Supervisory Principal of the St. Louis Public Schools. Van Antwerp, Bragg & Co., Cincinnati and New York. Pages 48. Sample copy for examination or supplies for first introduction, 10 cts., regular price 12 cts.

This book was prepared at the urgent request of Prof. F. A. March, the Anglo-Saxon scholar, and President of the Spelling-Reform Association, and has received his endorsement. What Board of Education will lead off in introducing the book? It appears in the best possible shape for phonic teaching. May the time speedily come in which the English written language will not be weighted down with a barbarous orthography.

PAMPHLETS, REPORTS, Etc. RECEIVED.

Advance Sheets of Biennial Report of the Superintendent of Public Instruction. Statistics for the year 1878. Des Moines: 1878. Pages 72. The Hon. C. W. von Coelln, Superintendent. This title by a strange oversight does not even allude to the State of Iowa.

Nineteenth Annual Report of the Superintendent of Public Instruction, State of Minnesota, for the year ending August 31, 1878. Transmitted to the Legislature at the Twenty-first Annual Session, 1879. Minneapolis. 1879. Pages 253. The Hon. D. Burt, Superintendent.

Our Schools and School System. By the Hon. J. J. Burns. Pages 24. From the forthcoming Report of the Ohio State Commissioner of Common Schools.

The Illustrated Annual of Phrenology and Health Almanac. 1879. Price 10 cts. S. R. Wells & Co., New York. Pages 72. Phrenology is a long-lived humbug.

Elements of English for First Class of Columbus High School. Part I. Chap. I. Rise and Progress of the English Language. Pages 34. Full of interesting matter.

The School Festival, an Original Magazine, devoted to Fresh and Sparkling Dialogues, Recitations, Concert Pieces, Modern Songs, and other Exercises adapted to Exhibitions, Concerts, or Festivals of Day or Sunday Schools. Terms: 50 cts. a year, sample copy 15 cts. W. H. Kingsbury, Editor, 419 Broadway, New York, N. Y. Pages 24. This is No. 22.

Course of Study in the Several Departments of the Coshocton Public Schools with the Rules and Regulations adopted by the Board of Education. Coshocton, Ohio. 1879. Pages 19. Edward E. Henry, Sup't.

(Continued next month.)

Lord of the Ocean—A Song of the Sea, by P. W. Search, and Sweet Voices of Long Ago, by the same composer, are the titles of two pieces of music, published by F. W. Helmick, Cincinnati, Ohio. Price of each 35c.

NOTA BENE.—A few subscriptions of teachers expire with this number. We hope they will be renewed promptly. A cross on the Monthly will be a reminder. Almost all the subscriptions of Boards of Education expire with this number. The clerks should not fail to call the matter up at the next meeting, and send the names of the new members of Boards, and omit the retiring members. It is not our custom to send *Monthlies* after the expiration of a subscription. In a few cases we do so when we are sure the subscriber will desire a continuance.

CROWDED OUT.—We had in type for this number a report on the Bureau of Education, already referred to, and also an article on a State Normal School. We hope to publish them next month.

DIPLOMAS

On heavy paper, paper parchment, and genuine English parchment (sheepskin), printed at the office of the Ohio Educational Monthly, Salem, Ohio. Samples on thin paper sent on application. These samples will show style and text. Also sample of Grammar-School Certificates or Diplomas.

ADVERTISEMENTS.—We call especial attention to our standing advertisements, as well as to the new advertisements of T. W. Bicknell, Sheldon & Co., L. S. Thompson, F. P. Adams, Jay F. Laning, Jansen, McClurg & Co., Miss Oglevee, W. S. Goodnough, J. C. McCurdy & Co., and W. D. Henkle.

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Vol. 20.

APRIL, 1879.

No. 4.

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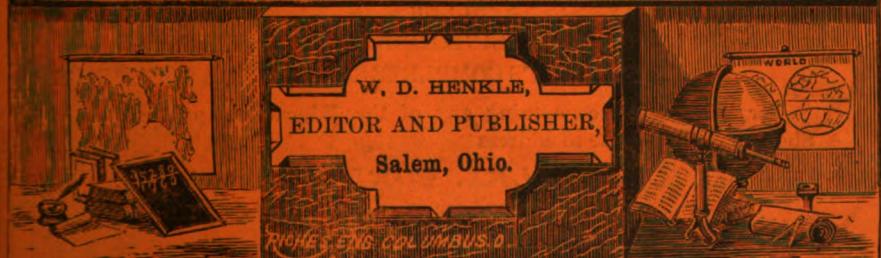
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Third Series, Vol. IV, No. 4.

**THE NEED OF EQUALIZING THE REQUISITIONS FOR
ADMISSION TO COLLEGE.**

[This paper was read by John S. White, Head Master of the Brooks School, before the Northeastern Ohio Teachers' Association, at its last meeting, held in Cleveland, February 8, 1879.]

The history of our American educational system has exhibited no fact more clearly than that an improvement in the standard of different grades of schools proceeds from above downward—never from a lower to a higher plane. A general extension of the curriculum of High Schools and Academies would produce no effect whatever upon the colleges, even by the presentation of candidates with ampler preparation; but any improvement in the standard of examination for entrance to the best colleges, makes itself immediately felt in the Preparatory Schools. So, also, if you raise the standard of the High School, you raise that of the Grammar Schools to the same extent; and in like manner the Primary depends upon the Grammar grade for its efficiency and improvement. From this principle uniformity of standard is recognized in every community as essential in schools of a similar name. A city could not be found whose several schools of a given grade vary except by accident in the character of their entrance examination. But it is an astonishing fact that *no two colleges of note in the country set the same standard for admission*, either as to the

skill on the part of the teacher. Let us briefly inquire: What does reading involve? All reading is a threefold labor, beset with threefold difficulties. One part of this labor is performed by the eye, one part by the mind acting as judgment, and one part by the vocal organs, acting under the supervision of the critic ear, while the whole must be performed with marvellous celerity, and almost infinite variation, in order that the reading may be good.

1st. The work done by the eye.—The eye must form a picture of each word, distinct and perfect. Indeed, it forms a picture of each letter, as shown by the fact that an omitted or an inverted letter is at once noticed by the practiced reader, while a like error puts a stop to the progress of the learner. We may not be conscious of thus taking cognizance of every letter on a page, just as we are not conscious that we take notice of every feature of the face of a friend we are accustomed to meet. We may not know that we do examine him by minute sections to establish his identity. But if he have lost an eye, if he have met with any accident changing his general appearance, we note it instantly. Just so do we detect the omission or the inversion of a letter. To the greatest quickness of perception the eye must be educated, at whatever cost of time or effort, if we have the right word issue from the lips at the right time. A sluggish eye makes, inevitably, a bad reader. There are, of course, other ways of training to quickness in ocular perception, although I believe that careful and abundant exercise in reading must ever remain the principal and the best way. If training the perceptive faculties to acuteness be the first work in sound educational method, in so far as we have made reading the first school exercise, we have not wandered from philosophical principles.

2. The work done by the mind.—The mind must not only cognize the meaning of each word separately, but of each word in its relation to all the other words of the sentence, or of a whole paragraph sometimes. Unless there be this act of mental cognition, the most difficult act which is performed in reading, the exercise degenerates into the mechanical, stupid task of calling words. To read well—nay, to read at all—one must always read with the understanding. Emphasis, modulation, inflection can be right only as they express a judgment of the mind in the expression of a thought. In ordinary conversation, the least cultivated person usually places his emphasis correctly,

because he uses it for the purpose of aiding him in expressing his mental proposition. When the child understands what he reads, his emphasis, inflection, and stress will be appropriately placed, provided he be at his ease, but not otherwise. A child may, however, comprehend the meaning of the individual words, for they may be all familiar, yet not comprehend the idea conveyed by them in the particular arrangement they now assume. Good reading, under such circumstances, is impossible, be the words pronounced never so glibly.

When a difficulty like this arises, and the teachers here assembled will bear me witness that it often does arise, it is not to the dictionary we must go for relief. There must be general illumination of the mind; light must be sought, and until found the pupil should give over such reading. The mind must be furnished with mental pictures corresponding to those which existed in the mind of him who wrote the piece to be read. To insure profitable work in the reading class, the pupil should be called on to read only what is within his verbal and general comprehension; he should not be confronted with new words in great number, nor with ideas beyond his ready understanding. Neglect of these principles will render his reading spiritless and irksome, lacking proper emphasis and modulation.

3. The work done by the vocal organs.—The eye and the mind have both performed their appropriate tasks, the vocal organs must give utterance under the supervision of the critic ear. The degree of success with which they execute this duty will depend largely upon practice. There must be repetition, effort, repetition, effort, one of the cardinal secrets of the teacher's art, in all departments, if only the teacher knows what to repeat, on what to secure effort. It is largely this iteration which gives to mind zest, nerve and muscle to that action, called secondarily automatic, which manifests itself in faultless execution with so little thought or effort on our part. No other period of life is so favorable as childhood for that training which is required to make the good reader. True, the organs of speech are not then the strongest, are by no means capable of their greatest achievements, but they are then the most flexible, and most readily yield to training. Hence so far as accuracy of utterance is concerned youth is by far the most profitable time for training. The foreigner who comes among us with his child, finds that the latter readily acquires our pronunciation, and our mispronunciation as well, while he himself continues the slave of his early training.

If at ten or twelve years of age, as should certainly be the case, the eye has become quick and accurate in taking the pictures of words ; if the mind has become equally quick and accurate in its parallel work of taking cognizance of the meaning of the words, and if the vocal organs have attained to a secondarily automatic action, with instant, faultless performance, then indeed has the task of making a good reader been mainly executed. Thenceforth as the child advances in age ; as his mind gradually augments his store of knowledge, for which he will, by this time, pretty certainly have acquired an abiding relish, he will be enabled, without much further specific drill, to read with ease and elegance whatever comes within the scope of his gradually-progressive understanding.

Thus much by way of general statement. I do not apprehend that serious objection, to any proposition so far made, will be urged by any one present.

Now let us inquire how shall we begin and how proceed to teach reading ? Several methods are, and have been in use. I name them in the order in which they have been pursued in our best schools :

1st. The alphabet method.

2d. The word method.

3d. The phonic method with variations.

4th. A combination of the foregoing methods in the following order : Word, phonic, alphabet.

By all these methods children have learned to read. By all of them children still learn to read. A good teacher of reading, using any one of the methods will succeed in making good readers ; a poor teacher of this important art will make a failure, follow whichever he may. And while it may be granted that in the hands of a gifted teacher, any one of the methods is a good one, it will also be allowed that good is a comparative adjective. There is a better, and a best, as well as a good. The Spaniards have a proverb : "The good is the enemy of the best." It is a true proverb, too, and worthy serious consideration. In an effort to arrive at the best method of teaching reading, it will be necessary briefly to examine each. And

1st. The Alphabet Method. What is it ? Briefly this : The task of learning the names of fifty-two different characters (small and capital), every one of which is, in form and name, meaningless to the child. Not one of the entire list, in name, corresponds to any acquired idea of the child. Suppose you try

it. Take so familiar a word as "cat." Every child knows what a cat is—everyone knows the word "cat." The school task is to learn what the printed sign is. By the alphabet method, the tyro has learned the individual characters composing the word to be "c" and "a" and "t." Imagine, if you will, the operations of the child's mind at work while he tries to make something out of the combination. Thus, I judge it proceeds: "C," if it means anything, it means look; "a," that means one, if anything; "t," tea is a beverage used at table. Is it not a grand thing for this system that the child is gifted with a faith almost equal to remove mountains, and is thus enabled to believe that, while he has been directed to look at a "t," the whole complicated process is simply a "cat."

By this process the tyro is led by a strange philosophy from the difficult to the easy, from the unknown to the known, from the remote to the near, from the part to the whole. It is difficult to see how recognized principles of psychology and pedagogical theory could be more flatly violated. But children have learned to read in this way; children now learn to read in this way. Certainly; but every step which goes beyond a simple act of memory is done by phonic analysis, which is carried on in the mind of the child, of which he is unconscious, and of which his teacher is often ignorant. By multiplied repetitions he learns that certain letters in certain collocation have certain power, and by use of his discovery he steps outside, if ever, of what he has been told. Every step of self-progress is despite the philosophy which controlled his instruction.

2. The Word Method. What is it? A child learns the names of objects about him before he learns the names of the several parts thereof. For instance: a buggy is a familiar object as a whole, before fills, spokes, hub, reach, box, axle, etc., are known as essential parts. A chair is a well-known and recognized object, before seat, legs, rounds, back, etc., are differentiated. So the word method uses the entire word as the unit, and teaches it as a whole before attention is directed to its parts. The child thus, if the selection of words be judicious, commences with a known, and the very rudiments of his instruction deal with that which corresponds to his acquired ideas. Thus he commences with the known. By a judicious selection of words he may be reading short sentences in a day or two after he commences his work. He probably can learn a given number of words by this method in less time than by any other.

The word method, however, as a reliance, has proved unsatis-

factory. The ability to call twenty words, to recognize them wherever found, is no necessary element of power to make out another word. All true teaching recognizes the importance of pursuing such method as shall render acquired knowledge an element of power in gaining more. Here the word method fails.

3. The Phonic Method. What is it? Our language comprises more elementary sounds than it has characters to represent these sounds. Several of the printed symbols have two or more sounds. Certain phonical elements are represented by combinations. Two of our printed characters are without phonic power. This being the case, the several characters have to be variously marked, that, with this designation, they may represent to the eye the phonic element in speech. Special characters, phonotypic, have been invented to facilitate the task of learning to read by the phonic method. With due deference to the advocates of this method, it must, I think, be held to be essentially unphilosophic in that the phonic element, by itself uttered, is to the child an unknown. The mind does not come to a knowledge of anything in this way. "From the known to the unknown" is not a law of schoolmaster devising, but the fixed law of All-wise Jehovah. The mind of child and man is powerless to proceed on any subject in any other way. The phonic method, even if our written language were plainly phonic, would be unsound, unphilosophical at this important point—the starting-point.

4. The Combination Method. What is it? Simply this:—The child knows a cat, for instance. He knows the word cat; he knows the picture of a cat: what he does not know is the printed sign, and as he learns to know the animal as such, before he knows head, ears, body, legs, tail, etc., so he is taught to recognize the printed word "cat." In time, after he has learned a number of familiar words by the "word method," so that he is able to read some, he is led to analyze his own utterance, and discovers, with the help of the teacher that the word cat is made up of the phonic elements c, a, and t, just as in time he learned that the animal is made up of the several members of its body. In time he learns the names by which the representatives of these phonic elements are known. When the child has mastered the phonic elements he has the key which unlocks the door and admits him to reading words which have never been told him by his teacher. This method recognizes all the principles usually recognized as those upon which the mind reaches out

from its present standard of attainment to the knowledge of what lies beyond. The pupil thus taught is able to do something towards preparing his own reading lesson. Of ways of teaching reading I can say but a word, as this paper is but introductory to a class exercise which will doubtless be more interesting, as well as more profitable, than an essay could be.

The following are assumed to be sound educational principles:

1. Every child should be encouraged to do for himself whatever is within his power to do.
2. Every pupil is entitled to credit for an honest effort to do what is assigned.
3. Telling a pupil what he might find out for himself begets a spirit of dependence and tends to quench the spirit of inquiry.

If the foregoing are correct, then the habit of reading the lesson when it is assigned is pernicious. The practice of pointing out the difficult words and naming them is unsound. The better way is to assign the lesson and hold each pupil responsible for honest endeavor to prepare it. Something like the following would be the directions: Pupils will write, or print, on their slates all the words they are unable to make out in the lesson assigned. Those who can make out all the words will, of course have no words on their slates when they come to the class. Something like the following would be the mode of testing the work: How many have no words on your slate? How many have but one word? The first pupil who has but one word; to hand his slate to some one who has no word on his of course, selecting any one whom the teacher may suspect. If this pupil cannot make out the word the slate to be handed to another, etc. In this way it would be but a short time before the children would learn to bring the words which they cannot name properly written or printed on their slates. An effort to learn the lesson would be secured. Pupils could be kept busy at proper work, and, above all, a habit of self-reliance would thus be secured.

One point further: New words should never be taught in connection with the sentence in which found. The word should be so taught outside of any connection with other words that it may be instantly recognized wherever found. The miscalling of small and common words when standing immediately before a new or difficult word is the result of the child's mind running on to grapple with the difficult word so as to be ready for it when reached. It seems to me that no pupil should be per-

mitted to attempt to read a lesson until every word is so familiar as to be named instantly at sight. What else causes the unnatural and strained tone in which so many children read, while their tones in conversation are smooth, natural, and musical as song?

THE POTENTIAL MOOD.

' A good many worthy people have been much exercised of late years by the harsh treatment to which an old friend of theirs has been subjected. Their venerable acquaintance, the Potential Mood, has been kicked out of grammatical circles with various contumelious expressions. Some have even gone so far as to brand him as an impostor. Why this harsh treatment? they ask. Has he not as good a right to his position as his quondam neighbors? He may not be quite so big and strong as the Indicative, but is he not at least a match for the Subjunctive? And did not Lindley Murray countenance him?

Yes, he did; and the absurd superstition with which that writer's name has been regarded has been the main cause of the long respite this same Potential Mood has enjoyed. Indeed, so obstinate are grammatical prejudices, that I still despair of convincing those who have been long habituated to the use of grammars which recognize that mood, that there really is no such thing. Some, however, are doubtless open to conviction, and I think it will not be difficult to get them to see how the matter stands. I shall not attempt to do more at present than jot down a few hasty remarks. I have some intention of dealing ere long, with the whole subject of Moods in a more complete fashion.

The whole thing, however, really lies in a nutshell, if it be looked at simply and without prejudice. The function of a verb is predication; that is to say, we form in our minds the notion of some object of thought, and then, by means of a verb, connect with that notion the notion of some action or attribute or state, which is signified by the verb. The *attitude of our mind* with relation to this connection is what gives rise to Mood. So far, we may adopt Priscian's definition: "Modi sunt diversae inclinationes animi, varios ejus affectus significantes." Now, surely it ought not to require any long demonstration to show that you cannot possibly have a verb in any of its forms attached to a subject, unless the predicative notion

expressed by the verb is directly connected with that denoted by the subject. Take "John" and "write." You are not using any form of the verb "write" unless you predicate of "John" the *act of writing* (whether positively or negatively, assertively or hypothetically, makes no grammatical difference), either as something pertaining to the objective world outside your thought about it, or as a matter of conception, or (as a modification of the latter) as a matter of volition. But if you say, "John *can* write," you do not predicate "*writing*" of "John," —that is my point—you predicate of him the *ability to do* something, which is a totally different affair. *Writing* is *writing*, not *being able to write*. According as we take the older or the later sense of the term, "John can write" is equivalent either to "John knows how to write," or "John is able to write," in which sentences it is obvious that our predication is made by means of an Indicative Mood, and properly so, because it relates to a matter of objective fact. Similarly, if I say, "Boys, you may play now," I do not predicate "*playing*" of "boys." I make a direct statement by means of a verb in the Indicative Mood ("may"), that the "boys" "*are permitted* to do something." The verb "may" (like "can" in the last sentence) is a *principal* verb, and has its full *notional* sense. All this is as clear as daylight, but there are grammar writers by the score who are so "high gravel blind" that they cannot see it. It was long ago observed that the name *Potential* was altogether inexact and insufficient, and that if the "can" or the "may" constituted a mood, each little verb must have a mood to itself, just as, if a preposition and a noun make a *case*, there must of necessity be as many cases as there are prepositions. Accordingly, worthy Mr. James White, a century or more ago, actually proposed the acceptance of "The Potential Mood," "The Determinative Mood," "The Obligative Mood," "The Compulsive Mood," and "The Elective Mood."

The fact is, all this belongs as much to the dark ages of Grammar as the Phlogiston theory does to those of Chemistry. The whole thing was invented by men who were in absolute ignorance of the principles of comparative grammar, and of the origin and true functions of moods. There were two points especially on which they went wrong. They were possessed by the idea that you have got hold of a subjunctive mood of some sort whenever you have a *condition* expressed by an "if" or a "though," in spite of the commonest idioms in Latin,

English, etc., in which the Indicative is used. I will not dwell at length upon this point now, because I have dealt with the matter in my "English Grammar," and in some papers already published in this journal. The Indicative is the proper form after an "if," for conditional propositions that relate to the world of objective reality, and not that of mere conception. This mistake threw all their notions about Indicative and Subjunctive into confusion.

Then again, they failed to see that the verbs "may," "shall," and "will," have two totally distinct uses. In the first place, they may be used (like "can" and "must") as *notional* or *principal* verbs, making a distinct predication of their own, as "you may play" (where "permission" to do something is predicated of "you"); "I will be obeyed" (where a certain "determination" is predicated of "me"); "He shall not do that" (where a certain "restraint" over his actions is predicated of "him"). As *notional* verbs, they may also enter into some subjunctive constructions. In the second place, they may be used as mere auxiliaries—signs of tense or mood; but in this case *their notional value disappears*. As mood-signs they help to form compound sentences (or verbal phrases), which have replaced the older simple forms of the subjunctive. Thus we say, "Take care that all *may be* ready" for "Take care that all *be* ready"; "It would be well that it should be done quickly" for "It were well that it *were done* quickly," and so on. But the important thing to observe is, that "may be," "would be," etc., are subjunctive expressions, not because the verbs *may*, *would*, etc., are used, but because *those verbs are used in the subjunctive mood*, and so give their subjunctive force to the compound expressions after they have themselves been stripped of their notional significance, just as the notion of *futurity*, which is involved in *obligation* or *volition*, remains behind in "I shall go," and "He will come," when "shall" and "will" have ceased to imply obligation or volition, and have become mere tense-marks. But the compound forms referred to are in no-wise a new mood, different from the subjunctive; they are only a roundabout way of expressing the subjunctive itself.

Now, what a good many writers give us as the Potential Mood is a clumsy jumble of the *notional* and the *auxiliary* uses of these little verbs, "may," "shall," etc., and they entirely fail to discriminate between the Indicative and the subjunctive use of the verbs. In "You may come in"; "I could not come"

(*i. e.*, I was not able to come) when you called me"; "He would not come (*i. e.*, he did not choose to come) when I called him," etc., we get Indicative Moods. In "I could not do it if I tried"; "He would be vexed if he heard of this"; "He might have succeeded if he had worked harder," etc., we have Subjunctive Moods.* To describe all these as examples of one and the same mood is sheer stupidity.

The muddle seems to have come about in this way. The Latin grammarians, from whom we have borrowed our grammatical terms, did not talk about a Potential Mood. They called forms of the class to which *amet*, *sit*, *esset*, etc., belong, subjunctive; a bad term, because a verb in the subjunctive is not always *subjoined* to another, and a verb in the Indicative may be *subjoined* as well as a verb in the subjunctive. Some one noticed this, and seeing that the predication involved in the use of the subjunctive forms had not that direct and positive character that marks the Indicative, he thought him of calling these forms "Potential," restricting the term "Subjunctive" to a particular use of these Potential forms, that, namely, in which they were *subjoined* to some other verb. (See *Harris's "Hermes," ch. viii.*) Now, in English, forms like *sit*, *esset*, *habuisset*, etc., are often represented by compound forms. Some wiseacre, finding that subjunctive forms (or modes of expression) are of two kinds in English, simple and compound, and that grammarians had two terms in use, Potential and Subjunctive, hit upon the bright idea of calling the simple form Subjunctive, and the compound form Potential, and then proceeded to extend the latter term to all combinations in which the verbs "may," "shall," "can," etc., appeared, even though they were really Indicative, being under the hallucin-

*I entirely differ from those who maintain that the loss of the forms by which the Subjunctive was once distinguished from the Indicative, has abolished all difference between the moods. When a certain combination of letters is used for two perfectly distinct purposes, I deny that we have (for logical purposes) the *same* word. No one dreams of disputing the distinction between an abstract noun in *ing* and an imperfect participle because they end like; or of saying that the *same person* of the verb is used in "we were" and "you were"; or of asserting that we have the *same* word (grammatically) in "a fast train" and "he runs fast." Pray, let us have a little consistency. He must be a very dull person who does not see that in "I could not do this when I tried" and "I could not do this if I tried," the verbs in the first make a predication respecting objective fact, those in the second respecting subjective conception only. As they do this, I maintain that they belong to different moods. In saying this, however, I do not mean to deny that the Indicative mood has in many instances *supplanted* the Subjunctive.

nation that the compound forms, which were Subjunctive (or Potential) in their force, were so simply by virtue of the use of the auxiliary.

Why should English Grammar be defaced by this senseless abortion? As I have remarked elsewhere, "Is it not marvellous that teachers, who in their Latin classes never dream of telling their pupils that *possum scribere* is the potential mood of *scr̄bo*; and when they give a German lesson, never insist that *ich kann schreiben* is a potential mood of *schreiben*; or in Greek, that *γραφεῖν δύναμαι* is a potential mood of *γραφεων*; or in French that *je puis écrire* is a potential mood of *écrire*,—still hanker after the blessed potential mood in English?" It cannot survive much longer, however. You will find no Potential Mood recognized by scholars like Koch, or Mätzner, or Skeat, or Morris, or Latham, or Adams. It belongs to the veriest old-fogeyism of English Grammar, and will disappear from grammatical teaching as soon as people think clearly and consecutively on these subjects, and realize the fact that English is not something apart by itself, but belongs to a great group of languages, which, among their manifold varieties, have in common the same fundamental principles and laws of speech.

C. P. MASON, in *Educational Times*.

JAPAN NOTES.

Those who take up a residence, temporary or otherwise, in Oriental countries, suffer more than in any other direction, perhaps, in being deprived of that means of recreation, amusement, or instruction, which in general finds its mouthpiece in the "amusement column" of the American newspaper. I mean to include especially the concert, the lecture, the theatre, and other things of a similar character. Of course the counterpart to some of these is to be found here. Street musicians are numerous, and the "Imperial Band" performs now and then in public. But, alas! the untutored ear of the Western savage fails to appreciate the music of the Orient, and he is ever ready to affirm that the mechanical wail of the dilapidated hand organ is High Art in comparison. But the theatre here has reached a considerable degree of development, and in a direction more in accordance with our own notions. The people are fond of it, and patronize the actor with considerable liberality. A short time ago, in the company of several

friends, I visited a theatrical performance, and a few observations made on that occasion may be worthy of record.

It is no small thing to attend the representation of a play here. Time is a factor which does not enter with a high exponent into the Japanese equation. You do not enter at eight o'clock, or a little later if you are well dressed and have secured a prominent seat, and order your carriage at half-past ten. The performance which we witnessed began at 12 noon, and ended at 12 midnight. We reached the theatre a little before noon, and proceeded to occupy several boxes which had been secured for our use. In Japanese theatres the term "box" is most appropriately applied. All of the seats are "boxes" in the literal sense of the word, lacking only the lid. This theatre which we visited is the largest in Japan. It will probably hold three thousand persons. All of the great floor is partitioned off into square boxes, the height of the sides being, perhaps, eighteen inches or more. The floor of each box is covered with matting, and upon this the occupants sit, with their feet doubled under them in Japanese fashion. Generally each box was occupied by five persons, one in each corner and one in the centre. There is still room left for the "hibachi," or "fire-pot," containing live coals for pipe lighting or tea heating. The boxes are reached by walking upon the narrow flat rails which form the top of the partition, separating one from another. Our boxes were in a kind of gallery overlooking the main floor, and conveniently near the stage. The latter is quite wide and deep, and contains many of the arrangements and conveniences of the foreign stage. An immense curtain, a "draw" instead of a "drop," concealed it from the view of the audience; but through numerous openings in this curtain faces of all sorts were continually appearing, for the purpose, doubtless, of taking a quiet view of the audience before the beginning of the performance. This ought not, however, to be mentioned as a peculiarity, for the same thing is wont to occur at home, especially in connection with amateur performances.

At some time in the near neighborhood of that appointed, the performance commenced. This event was announced by a peculiar noise made by pounding together two pieces of wood, instead of the ringing of a bell. The sonorous quality of wood is frequently taken advantage of here instead of using bells. At the University the middle of every hour is announced by

a man who walks through the halls beating one block of wood with another. In the little shows of various kinds found on the street, noise made in this way is used to attract the passing multitude, as the hand organ or the more pretentious orchestra is at home. The sound has at least the merit of being unmistakable in its character.

The play to be given on this occasion was entitled "The Forty-seven Ronins." It is one which is very famous here, and is founded on certain events in the history of Japan which are well authenticated. Most Japanese plays are worked up from real or imaginary historical events or personages, and are interesting as reflecting the character of "Old Japan" when in the flower of its feudal life. It is not necessary or desirable to make more than a brief reference to the character of this play, a translation of which we had been favored with before the performance. The central idea was the faithful allegiance of the Samurai to their leader, or "daimio," as he was called. A daimio of high rank having offended another, was ordered to commit *hari-kiri*, which he accordingly does; but forty-seven of his followers swear a terrible oath of vengeance, and devote their lives to the effort to accomplish the same. In order to bring the performance within a reasonable (?) time, about half of the acts were stricken out, and this was done also to enable them to bring out at the end a short, humorous performance, corresponding in place as well as character to the farce of the American theatre. The performance opened as in theatres at home with what was assumed to be an orchestral performance. At the extreme right and left of the stage, corresponding in position to the proscenium boxes in our theatres, we could see two jail-like structures painted black and with vertical bars separated by spaces of a few inches. We quickly discovered that the members of the orchestra were confined behind these bars, and were soon ready to admit that they richly deserved it. On one side were the stringed instruments and the singers; on the other were the drums and flutes. At various times during the performance, however, the arrangements as to music were altered; the musicians appearing, in some instances, upon the stage with the actors. The music was of a high order—that is, measured according to the Japanese standard. I cannot now enter into any description or discussion of Japanese music, which is one of the most marvellous productions of the country. It is most surprising that while in

many departments of art it is everywhere admitted that Japan can instruct the world, as regards their music it is difficult to imagine anything so totally and entirely different from ours. When the time arrived for the acting to begin, the actors, much to our surprise, made their appearance from a room behind the audience, walking the entire length of the theatre through the audience on a kind of bridge slightly elevated. Sometimes they begin their dialogue as soon as they leave this room, and after leaving the stage continue it until the room is reached. This affords little inconvenience to the audience, as the Japanese mode of sitting facilitates turning quickly and readily to all parts of the house. The actors did not, however, always make their appearance in this way, but often from the rear or side of the stage. The performance was considered of the first quality by native judges, and the acting must certainly have been termed excellent by anybody. The leading actors have a peculiar custom of changing parts every day, and sometimes even during the progress of the play. It nevertheless happens that one actor may reach especial excellence in the rendition of a certain part, and when he is to take it the fact is widely advertised. Blood-letting seems to be a favorite performance among the actors, and it appears to be equally esteemed by the audience. It is not, however, when a man kills another that he receives their heartiest applause and approval, but when he kills himself. There was a *hari-kiri* in almost every act. This form of capital punishment, in which no ropes ever break or sheriffs blunder, is not now approved by Japanese authorities, but until recently it was considered as an act of the greatest merit. *Hari-kiri* was committed for various reasons. When an offence was committed by one of high rank the offender was ordered to take his own life in this way, and officers were appointed to see that it was properly done. It certainly demands a good supply of what we call "pluck" to enable a man deliberately to rip open his own bowels in the presence of his family, friends, and relatives. Yet it has been done in innumerable instances, and frequently when no offence had been committed other than that some cherished plan or scheme had come to grief, it being considered in such cases a matter of honor. In fact, as in the case of the duel in highly civilized (?) countries, there were well-established rules as to methods of procedure, and the form and length of the knife to be used were prescribed. The *hari-kiri*

of the offending daimio in the play was certainly a most impressive scene. He was clothed in the purest white; the production and examination of the knife was a matter of great ceremony; the operation itself and its consequences were very exactly represented, and could not fail to appear extremely shocking to one unaccustomed to such scenes and unable to experience those emotions with which the sight evidently inspired the audience. The whole scene was very richly mounted upon the stage, and was so real in itself and in its accompaniments as not to be easily forgotten. In a formal *hari-kiri* a knife with a blade about nine inches in length is used. When it occurs, as it did in several of the other acts of the play, as of a sudden impulse, the sword, the constant companion—the "soul" of the Samurai, as the Japanese proverb has it—is used.

The Japanese stage manager is not unfamiliar with many of the devices which are thought to be necessary to the successful production of plays upon the Western stage. In addition he makes use of some which are quite remarkable in their way, and a few of which are not unworthy the attention of some of his more ambitious brethren. One thing, which to a foreigner is exceedingly amusing, is what might be termed the "invisible business." From one to half a dozen persons are constantly flitting about the stage. They vary from the boy of six years to the adult, and are clothed entirely in black, with black hoods over their heads and black veils over their faces. These people are assumed to be invisible. They are constantly appearing and disappearing; doing various little things which need to be done; adjusting the rich silken robe of an actor, putting one thing where it ought to be, and removing another if it is out of place, thus making themselves generally useful. If a man is killed in the play, immediately two or three of these imps of darkness pick him up and hold a screen, generally too small, between him and the audience while he walks off. Japanese actors have great command of facial expression and use the paint pot and powder box with good effect. They are quite successful in rapid transformations, changing the personal appearance very radically in a short space of time. I happened to witness one of these transformations which was accomplished in a very neat way. In the humorous piece at the end, a celebrated actor was playing a part which necessitated his carrying a huge wooden axe, more than a foot square, and with a handle

four or five feet in length. Desiring to "stretch myself" a little, I had walked to the extreme end of the gallery near the stage, so that I could see easily what took place on the stage. While two or three actors were engaging the audience, this man placed his huge axe in such a position as to conceal his face and head from the people, and then quickly opening a small door in the side of the "axe" he took therefrom paints, brushes, powder, hair, etc., and by the aid of a mirror secured to the inner side of the small door, he rapidly applied these articles until he had so changed his appearance as to be hardly recognizable, when, after a brief moment, it was again his turn to speak, and he moved his trenchant weapon aside and exposed his face to the audience. During the operation he had been occupying a prominent position on the stage, but the operation was performed so quickly and neatly that I am sure it was suspected by few, if any, in the audience. The arrangements of the stage carpenter and machinist showed a good deal of ingenuity. The whole central part of the stage was made to revolve about a vertical axis, the diameter of the revolving circle being at least fifty or sixty feet. The circumference of this was divided into three equal parts, and by the arrangement of the wings one only of these parts was exposed to the audience. Upon this third was mounted the particular scene which was being played, and at the same time the other two-thirds were being prepared for other scenes to come. When the scene was to be changed, therefore, it simply involved the rotation of the stage through an angle of 120 degrees, which carried one setting off and brought another on. In one of the scenes, an actor is supposed to be leaving a "Yashika," an enclosure with high walls and an entrance way which is closed by a gate which is generally large and handsome. The representation of this gate upon the stage was very perfect, being very large and well painted. As it would have been exceedingly inconvenient for both actor and audience if he had withdrawn from the gate to a very great distance, the difficulty was bridged over by the withdrawal of gate and wall instead. When the time for his departure arrived the large wall and gate dropped out of sight and exposed to view an exactly similar structure placed a little back upon the stage and much smaller, to imitate the appearance of the wall at a greater distance; and after a few moments this also disappeared, revealing a still smaller model, and so on until the affair was no longer visible and the actor began to harangue the

audience, which was presumed to have accompanied him on his journey. In one or two other instances a kind of mechanical perspective similar to this was used very effectively. In one case, especially, there was represented a night view of a street, the houses with their windows illuminated being built successively smaller and smaller until they reached the rear of the stage. The effect was really very beautiful, equaling if not surpassing any effort of the scene painter.

In this theatre gas has been introduced and the old method of stage illumination is no longer to be seen. I have seen it, however, in one or two other places, and it is certainly sufficiently primitive. Candles are fixed on the ends of long, slender bamboo poles, which are held in the hands of the invisible adjuncts before referred to. These fellows follow the actor all around the stage and hold the candles in somewhat dangerous proximity to him, that the audience may lose nothing of the facial expression or gesture.

The fall of snow was imitated by a shower of bits of cotton from above the stage, a plentiful supply of which had been previously pinned to the umbrellas which the actors carried. In some of the scenes the decoration of the stage was extremely elegant and would have done credit to any first-class theatre in America; and indeed the same can be said of the acting. The female characters were all represented by men, as is always the case in theatres in Japan, and it is not too high a compliment to the acting to say that, had we not been previously informed of the fact, we should not have detected it. And this should be considered in connection with the fact that the manner, the gait, and the voice of a lady in Japan is more peculiar to the sex than in America. There was a great deal of dancing in this play. The dancing bears the same relation to ours that their music does to the productions of Beethoven or Wagner. It is totally different from ours; whether better or worse is a matter of opinion. The movements are exceedingly slow, and do not lack in grace. Nevertheless it was necessary to tell us that it was dancing.

The device of the rotating stage did not prevent the occurrence of very long "stage waits" between the scenes. These intervals we could occupy in any way we pleased. Forewarned we had provided ourselves with a somewhat extensive luncheon, and we were supplied with an abundance of tea, cake, and oranges from a tea-house near by. Some portions of the large

audience seemed to be constantly eating. Families were there, including children, young and old, who played, slept, drank tea, or smoked continually. In fact, young America was not without its representatives in the audience, and some idea of the general attractiveness of the scene may be formed from the fact that a six-year-old boy who could not understand one word of the language remained through the entire twelve hours without a wink of sleep, and went home reluctantly at midnight. The peace and quiet of the family circle, however, have been so destroyed by innumerable *hari-kiris* since that occasion that a repetition of the experiment is extremely doubtful.

Tokio, Japan, March 26, 1879.

T. C. M.

TWO DEFECTS.

Want of permanence in employment is one of the defects of the public-school system of Ohio. While Sup't A. B. Johnson, of Avondale, has not changed his place for twenty-three years, while H. Bennett, of Franklin, has stood at the head of the schools of his town for twelve years, and has just been re-elected for three years more, while Sup'ts Rickoff, Ross, and some others in the State, can look back on a decade of service under the direction of a single school board, the great majority of the public-school teaching corps in Ohio are itinerants, or pedagogical tramps. This should not be. And the wonder is that the good sense of our people will permit such a state of things to exist. County Supervision is the remedy. Another standing wrong to the teacher is the method of granting certificates; especially is the certificate system pursued by town and city boards of examiners reprehensible.

As a rule, Primary, Intermediate, and High-School teachers pass substantially the same examination. Good judgment will suggest that while all teachers should pass a certain general examination in common, yet *each* teacher's examination should be made with especial reference to the work to be done, and that when long experience has demonstrated the success of teachers they should have life certificates, granted by a State Board of Examiners. To remedy the defects of the certificate system in this latter regard, there should be a State law, or a rule of the State Board of Examiners, by which the "ungraded," the primary, and the intermediate teacher may be enabled to

obtain life certificates. All will admit that Froebel and Pestalozzi were excellent teachers of young children, yet it is not probable that either of these great teachers would have passed an examination of the Ohio State Board of Examiners. I hold that the teachers of the State are largely responsible for the witless management of many of the affairs of the schools. Instead of practicing oratory, as it were, in their meetings, they should get down to their business, which is the improvement of the schools, and the *establishment of the teaching profession* on a firm foundation.

Hamilton, Ohio, May 20, 1879.

L. D. BROWN.

QUESTIONS AND ANSWERS.

16. Can the time of any two places on the earth differ more than 12 hours?

Ans.—This question comes from Pittsburgh. If the querist refers to the calendar time he will find the answer to the question in an article “Where does Sunday begin?” published in our May issue. If the reference is merely to the time indicated by the hands of an ordinary clock another answer is required. Leaving out all reference to A. M. and P. M., which a clock does not register, it may be said the difference between two ordinary clocks is never greater than 6 hours. Suppose one clock registers 11 o’clock and another 1. There is nothing in the clocks to tell whether both are A. M. or P. M. or whether one is A. M. and the other P. M. or the reverse. If both are A. M. or both P. M. the difference is 10 hours but if not the difference is 2 hours. It is plain that to make one ordinary clock agree with another it would never be necessary to change the hands more than 6 hours forward or backward, and in a 24-hour clock never more than 12 hours. These points furnish the clue to an answer to the question under any given conditions.

17. Some teachers pronounce *phonic* fō-nīk. Is this correct?

Ans.—No. It should be pronounced fōn'īk. It is analogous to *tonic* and *conic*. The word is found in the supplement to the new edition of Webster’s Dictionary.

EDITORIAL DEPARTMENT.

—WE have neglected to give our views upon the spelling-reform not because of its small importance, but because we have been disposed to wait to see what teachers would say of it. Much of the discussion of such a question is apt to be irrelevant. A spelling-reformer makes a foolish argument and Richard Grant White, or Sup't A. P. Marble, or some one else, answers it, and straightway there is a clapping of hands by superficial readers. To reform the spelling of language is not to reform the language itself, although many are disposed to think so. Give us one hundred million dollars and twenty years time, and we will agree to accomplish the spelling reformation, but we would not undertake to accomplish in a hundred years, for 10,000 million dollars, the reformation of the language. The printers have made our spelling what it is, and they can change it. If the Boards of Education and the schoolmasters were a unit on the reform they could soon control the printers. The sentiment in favor of the reform is now much stronger than it was twenty-five years ago, when we found it necessary to read a paper in Cincinnati entitled "The Bearing of Phonetic Spelling on Etymology." The old etymological argument against phonetic spelling is dead, no scholar being willing, nowadays, to risk his reputation repeating the superficial arguments of Trench. It must be confessed that many of the arguments advanced by the reformers are easily overthrown because of their extravagance. Throwing all these out of the question, there are sound reasons enough for the reformation left to convince those not absurdly conservative. We are generally conservative, but when a reasonable and desirable reformation is suggested we are disposed to advocate it although not with the warmth of a noisy reformer. The spelling reformation will not usher in the millennium. It will not diminish the amount of study necessary to enable pupils to use the English language with readiness in speech and writing. Its effect, however, will be to change the direction of study and thus higher results will be attained. The great amount of time now required to learn how to spell according to our unphilosophical orthography will be given to pronunciation. It seems to us that the tendency of a purely phonetic orthography will be to unify pronunciation. If the addresses of public speakers, contributed articles and editorials in periodicals, and books should ever be printed so as to represent exactly the pronunciation of the words as given by the speakers and authors a wide field of knowledge as to diversity in pronunciation would be revealed, and this revelation would do much to correct personal peculiarities and introduce uniformity. Possibly, however, the printers would control the matter, and thus there would be established a normal orthography, that is, pronunciation, to which there would be a tendency for all readers to conform. The grand argument for a purely phonetic orthography lies in its philosophy and the logical habit of mind it must necessarily tend to induce. In short, our present spelling is dogmatic, while a purely phonetic spelling is scientific.

—THE following thoughts on Teachers' Salaries from the *Brooklyn Advance* is very suggestive reading:—

"A careful reading of the proceedings of various Boards of education in different parts of the country, supplemented by a perusal of the minutes of Common Councils and Boards of Supervisors, reveals but one argument for the reduction of teachers' salaries, which, stated in various ways, is this: The pay of laborers in the various industries has been reduced, the salaries of bank and insurance clerks have been diminished, the reward of the arduous labor of city officers has been lessened; therefore the compensation of school teachers should be no exception to the downward tendency. At a casual glance it would seem that the conclusion is legitimate. Now, the conclusion is based upon the assumption that teachers are to be classed with laborers, and that their compensation has been unduly advanced during the time of high prices.

We mean no disrespect to labor when we say that the classification is unfair; for no one will hold that the mental ability and preparation required to build a brick wall is sufficient to conduct the education of a child, nor does any one wish to entrust the training of his child to the amount of brains needful to whitewash a fence; nor is the comparison to bank clerks and bookkeepers more happy. Were the same volume of business transacted as in the time of high prices, then would the pay of this class rule as high as it did then. But there is not business enough for this class; hence it follows that the number of bookkeepers and clerks must be reduced in order that the pay may be kept up, or that the pay must be reduced to make it go around. Now, since the law will not permit the drowning of superfluous clerks, the wages must be reduced in order that the amount of money available for their pay may go around.

The volume of the teacher's business never diminishes. On the contrary, when the business of the country lessens, his increases, and periods of commercial inactivity result in crowded school-rooms. The intellectual part of his work has also increased. Compare the present course of study in any town or city with the one in force before the war, and the fact will be patent. Compare the number of pupils in individual schools with the number in the same schools in 1860.

Besides, what clerk or bookkeeper intends or means to be such all his life? Is not the vision of a junior partnership constantly before his eyes? Have not nearly all of the active men of wealth passed through all of the grades to their present honorable positions? The teachers worthy of a liberal salary are those whose lives are devoted to their business. There are no successful ventures to bring them in wealth, and no possible partnerships to ease their declining years. They know only their class. It follows, therefore, that there can be no comparison between clerks and school teachers in the matter of salary since there is no resemblance in their work nor any similarity in the possibilities of their rewards.

But living is cheaper? Certainly. Is it proposed to pay only a living salary? This carried to a logical conclusion would fix the salaries at a dollar a day, for it has been demonstrated that people can live on that sum. What other profession is treated with such insolence? Do you ask your doctor or your lawyer to take only a living fee? If so, how long would you retain them? We don't propose to entrust the only life we have to a quack, nor to allow a shyster to search the title to our plot in the cemetery. The fact is, education and experience must be paid for in all professions, and in none is this more imperative than in the scholastic profession.

But teachers' salaries are more now than before the war! True; but were they properly paid before the war? The teachers of this city taught for a long time after the war began, at their former salaries, when prices had doubled and trebled. Many incurred debts that it took them years to remove, and so could lay up nothing when the salaries improved. Lawyers met in their associations and doubled their not-too-moderate fees. Doctors did the same. Newspapers increased their subscription and advertising rates. Hod-carriers' wages were doubled; and, last of all, teachers' salaries were increased. It was not until every one who was his own master had trebled his income that the public awoke to the fact that the teachers were underpaid, and that, for a country which considers education its corner-stone, the pay of its educators was grossly inferior to their importance. The stage schoolmaster is an ancient individual who, from necessity, wore broken

boots and seedy clothes, while his feminine counterpart was clad in faded calico and a poke bonnet. If it needed an era of prosperity to bring the compensation of teachers to a point commensurate with the importance of their work, certainly no one will contend that fair wages should be reduced. As teachers are shut out from reaping the reward of commercial prosperity, the public ought not to expect them to carry the losses of commercial depression.

There are teachers for whom twenty-five cents a week is too much, and there is a great deal of poor teaching. Some reason for this has been shown in previous numbers. There are teachers whose services to their pupils, whose influence over them, in whose power it is to make their pupils honorable, intelligent men and women, and for whom five thousand dollars a year is not compensation enough. Says the *New-York Tribune* on this subject: "Let there be an end to teaching by young women who have no natural aptitude, and little training, and who take up the work as a makeshift until their marriage day. A school committee can make no poorer investment than in teaching by the letter without the spirit. No one should teach in the schools who has not enthusiasm for her work, a marked natural capacity for it, and a thorough training. But so long as prices are kept down resolutely, and constantly reduced, there is no temptation to any one to spend years in sincere and careful preparation, or the few hours out of school in the necessary study that prevents intellectual rust. Why should time and money be given to the getting ready for a work which gives only the simplest daily bread and raiment, and which, after a life of earnest devotion, leaves the worker's old age to miserable dependence or to actual suffering for the physical needs of existence? If school boards would spend the time they now occupy in trying to reduce salaries in endeavoring to get better teachers, the next generation would profit incalculably. Make the severest requirements of teachers, relentlessly dismiss all who are half competent, and when you get good ones, pay them an honest wage." To all of which, we think, the intelligent and tax-paying portion of Brooklyn will say, Amen!"

—OUR esteemed contemporary, the *West-Virginia Journal of Education*, dissents from our views in reference to spelling *traveller* with two *t*'s. Our point seems to be somewhat misunderstood. We say that there is as much danger of mispronouncing *traveller* if spelled *traveler* as there is of mispronouncing *regretted* if spelled *regred*. If the danger in the latter word is sufficient to demand that the *t* be repeated, it is also sufficient to demand the repetition of the *l* in the former.

EDUCATIONAL INTELLIGENCE.

- THE Brooklyn Monthly has been united with the Brooklyn Advance.
- THE Association of Illinois Principals will meet at Peoria, July 1, and 2.
- THERE are in St. Louis 173 Kindergarten teachers, 42 of whom work without pay.
- THE Educational Association of Virginia will meet in Hampton, July 8 and 9.
- THE Michigan Association of City Superintendents will meet in Lansing July 8, 9, 10.
- THE New-Jersey State Teachers' Association will meet at Long Branch, July 1, and 2.

—TWELVE pupils, 5 boys and 7 girls, graduated from the Public High School of Kent, June 13.

—Six pupils, 3 boys and 3 girls, graduated at Coshocton this year. We believe this is the first class.

—TWENTY pupils, 9 boys and 11 girls, graduated from the Public High School of Wooster, Ohio, June 13.

—THREE pupils, 1 boy and 2 girls, graduated from the Public High School of Greenfield, Ohio, June 6.

—SEVEN pupils, 5 boys and 2 girls, graduated from the Public High School of New Lisbon, May 29th.

—Six pupils, 3 boys and 3 girls, graduated from the South-Charleston Public High School, Tuesday, May 27.

—TWENTY pupils, 8 boys and 12 girls, graduated this year from the Public High School of Fremont, Ohio.

—FIVE pupils (first class), 1 boy and 4 girls, graduated from the Public High School of Marysville, Ohio, May 29.

—TWELVE pupils, 3 boys and 9 girls, graduated from the Public High School of Wellsville, Ohio, Tuesday, June 3.

—FIFTEEN pupils, 3 boys and 12 girls, graduated from the Mansfield (Ohio) Public High School, Friday evening, May 30.

—ELEVEN pupils, 2 boys and 9 girls, graduated from the Public High School of Cambridge, Ohio, Friday evening, May 30.

—EIGHT pupils, 4 boys and 4 girls, graduated from the Public High School of Celina, Ohio, May 15. This is the third class.

—THE school age has been extended in Missouri from 18 to 21 and the salary of the State Superintendent reduced from \$3,000 to \$1,995.

—THE graduating class, this year, of the Newark, (O.) Public High School consists of 28 members. It is larger than any preceding class.

—THE High Schools of Iowa have been having a contest in imitation of the colleges. They are to have another the third Friday of May, 1880.

—OHIO must send a rousing delegation to the meeting of the National Educational Association, July 29, 30, 31. Send to us for full programmes.

—SIX pupils, 2 boys and 4 girls, graduated from the Public High School of Findlay, Ohio, Friday evening, May 30. This was the ninth commencement.

—EIGHT pupils, 2 boys and 6 girls, graduated from the Public High School of Salem, June 12. This is the fifteenth graduating class, the first graduating in 1865.

—WELLSVILLE has voted to build a new school-house—vote, 256 to 56. It needs one. A quarter of a century or more ago Wellsville had one of the best school-houses in the State.

—EXCURSION tickets from Cleveland to the White Mountains and return good from July 6 to the last of August, can be obtained of Sup't A. J. Rickoff, 445 Euclid Avenue. Price \$20.00.

—THE Wisconsin Journal of Education for June published the programme of the 27th annual meeting of the Wisconsin State Teachers' Association to be held in La Crosse, July 8, 9, 10.

—AN account of a Shakespeare celebration by the pupils of the Oxford (O.) Public Schools will be given next month. It arrived after all our long-primer copy for this month was in the printer's hands.

—JOURNAL OF EDUCATION for the boys and girls of Oregon, for the family and the teacher, is the title of a semi-monthly periodical started at Portland, Oregon, May 21, edited and owned by A. A. Bynon.

—THREE pupils, 2 boys and 1 girl, graduated May 23, from the Public Schools of Mt. Blanchard, Ohio. Dr. John Hancock delivered an address which was pronounced "as fine as anything the village ever heard."

—TEACHERS who want to learn the Heness-Sauveur method of teaching French, German, Latin, and Greek, should attend Dr. Sauveur's school in Wooster beginning July 29th and continuing six weeks, which has been advertised in this journal. Salem will send at least two young ladies.

—“*The Voice*” is the title of a monthly periodical devoted to voice culture. The first number was issued in January, by Edgar S. Werner, Albany, N. Y. Price \$1.00 a year, single number 10 cts. This, so far as we know, is the only periodical of the kind in the world. It deserves patronage.

—WE expect to issue the July Monthly too soon to give an account of the meeting at Warren, June 14, of the Northeastern-Ohio Teachers' Association. The persons announced to take part in the exercises were A. P. Root, Prof. Geo. H. White, Miss A. R. Luse, Pres. B. A. Hinsdale, and the Hon. J. J. Burns.

—WE hope next month to say something in reference to Mrs. L. L. Jackson's Science and Geometry of Dress and the efforts made to secure its introduction into schools. The project is worthy of careful examination. Mrs. Dr. J. F. Brown of 334 Euclid Avenue, Cleveland, Ohio, has interested herself in the enterprise in Ohio. She may be addressed as above.

—THE Clinton-County Teachers' Association met at New Antioch, May 30. Thos. Starbuck's address on “Compulsory Education” was discussed by Meems. Ent, Moon, Byring, Vandervort, Sever, Lacy, and Moore; Mr. Layman read a paper on “The Teachers' Associations;” queries answered by T. J. Moon, F. Boring, T. Starbuck, W. Layman, Mrs. Sever, Miss Mitchell, Mr. Ent, and J. Baker. Mr. Starbuck was appointed to succeed Mr. Fish on the Executive Committee. The exercises were enlivened with music by the band.

—FIVE pupils, 1 boy and 4 girls, graduated from the Public High School of West Liberty, Ohio, May 30. These constitute the first graduating class. The closing sentence of Sup't P. W. Search's speech in presenting the diplomas was, “May that Sovereign King, worshipped by angel and archangel, cherubim and seraphim, spirits of the beautiful and just, and ‘from out whose hand the centuries fall like grains of sand,’ so

order all our days, that we may ascend to brighter worlds, where we may enjoy an immortal existence and the full glories of ten thousand worlds."

—THE Warren-County Teachers' Association met in Lebanon, May 24th. R. H. Holbrook, J. F. Lukens, and F. M. Cunningham discussed "Teachers' Culture"; a class drill, in vocal music, of primary pupils was conducted by L. R. Marshall; H. Bennett spoke on "The Intelligence of Insects," the subject being continued by R. S. Hageman and B. D. Mitchell; Josiah Morrow spoke on "The Uses and Abuses of Memory," additional remarks being made by B. D. Mitchell and J. F. Lukens. Officers elected:—Pres., J. F. Lukens, Vice-Prest., Annie L. Bone and Jas. D. Davis, Secy., Dora Doty, Ex. Com., J. F. Lukens, F. M. Cunningham, and R. S. Hageman.

—OUR readers are reminded to look at the advertisement of the New-England Normal Musical Institute, to be held in Boston for a term of five weeks, commencing July 10, where special attractions are offered for such as desire to combine pleasure and study. A large corps of Boston's most eminent musical professors and lecturers will be in attendance. Boston claims that it possesses the loveliest suburban drives of any city in the country; a daily steamer sails out to the open ocean; and is within from one to two hours' steam-car ride of the most celebrated watering-places. Very few cities can offer such attractions, to say nothing of the advantages offered by the Institute.

—WE regret to announce that the Hillsboro Board of Education has reduced the salaries of their teachers. The Hillsboro Schools have had a good reputation and we are sorry that the Board have felt compelled to take this step. Messrs. Doggett and Smith have worked hard and faithfully in the interest of these schools and we feel sure that they have not been overpaid, most certainly underpaid. We commend to all persons clamoring for the reduction of the salaries of faithful teachers the article from the *Brooklyn Advance* which appears on another page. We should like to record a reconsideration of the action of the Hillsboro Board. It may have been against the better judgment of the Board in deference to noisy retrenchers.

PERSONAL.

—S. THOMAS has been elected Principal of the Public Schools of Lodi, Ohio.

—J. P. PATTERSON is to take part in the exercises of the Lakeside Institute.

—A. G. CROUSE has been re-elected Principal of District No. 9, Findlay, Ohio. Salary \$800.

—R. M. MILLER has been elected Superintendent of the Public Schools of Carey, Ohio. Salary \$540.

—D. E. NINE has been elected Superintendent of the Public Schools of Nevada, Ohio. Salary \$544.

—ROBERT COLLIER, of Chicago, will deliver an address at Antioch College, Commencement Week.

—J. W. ZELLER has been re-elected Superintendent of the Public Schools of Findlay. Salary \$1200.

—C. P. ROGERS has been re-elected for three years Superintendent of the Public Schools of Marshalltown, Iowa.

—G. N. CARRUTHERS has been unanimously re-elected Superintendent of the Public Schools of Salem, Ohio.

—B. F. MYERS has been unanimously re-elected Principal of the Second District in Tiffin, Ohio. Salary \$800.

—N. COE STEWART of Cleveland will conduct a six-week's Normal Music School in Warren, Ohio, beginning July 7.

—H. M. PARKER has been re-elected for two years Superintendent of the Public Schools of Elyria at former salary, \$2,000.

—A. B. STUTZMAN has been re-elected for two years Superintendent of the Public Schools of Kent. Salary increased \$150.

—L. D. BROWN has been unanimously re-elected Superintendent of the Public Schools of Hamilton, Ohio. Salary \$1600.

—PERRY V. BONE has been engaged to teach at Genntown, near Lebanon, Ohio, next year, in place of F. M. Cunningham.

—MARY E. MCINTOSH, formerly a teacher in the Springfield (O.) Seminary, died a short time ago, at her home in Marengo, Ill.

—W. A. JONES has resigned, on account of ill health, the Principalship of the Indiana State Normal School, at Terre Haute.

—ELLA SIMKINS, one of the teachers in the Washington C. H. Public Schools, read a poem at the Decoration Exercises, May 30.

—CHARLES A. MORLEY has resigned the Principalship of the Normal School at Winona, Minn., to enter upon the practice of law.

—J. W. KNOTT, of Ashland, has been elected Superintendent of the Public Schools of Tiffin, Ohio, in place of B. B. Hall. Salary \$1200.

—E. F. MOULTON has been re-elected for two years Superintendent of the Public Schools of Warren, Ohio, at the same salary as last year, \$1900.

—Prof. S. S. HAMILL seems to have had this season a regular triumphal elocutionary career in Michigan. The elocutionary fever has been high.

—F. D. DAVIS, of Oxford, has been elected Superintendent of the Public Schools of Camden, Ohio, in place of T. A. Pollok, resigned. Salary \$540.

—C. C. DAVIDSON has been re-elected Superintendent of the Public Schools of New Lisbon. Next year will be his fourth year of service in New Lisbon.

—J. A. PITTSFORD, who has for six years been Superintendent of the Public Schools of Mt. Blanchard, Ohio, has been elected to a like position in Forest.

—J. M. WITHROW has been re-elected Superintendent of the Public Schools of Eaton for two years, and Kate D. Tracy, Principal of the North building, for three years.

—LAURA STEPHENSON has been unanimously elected Principal of the Tiffin (O.) High School. Salary \$700. We do not know whether this is a case of re-election or not.

—S. H. WHITE has resigned his position as Principal of the Peoria-County (Ill.) Normal School. All his associates in the school have done likewise—cause, reduction of salary.

—Z. T. GILBERT, who has for three years been Superintendent of the Public Schools of Forest, Ohio, has been elected Superintendent of the Public Schools of Mt. Blanchard, Ohio.

—B. B. HALL, Superintendent of the Public Schools of Tiffin, Ohio, was presented some time ago, by the Tiffin teachers, with a fine edition of Stanley's "Through the Dark Continent."

—J. P. PATTERSON and Wm. Reece were announced to spend June 28 at Celina, Ohio, assisting in the Normal Institute, the former to give at night a science lecture, using a magic lantern.

—CORA GAGER, of Medina, will teach German in the Normal Institute at Mansfield, beginning July 7, Francis J. Bourquin, of Kentucky, French, and Will H. Pontius, of Noblesville, Ind., music, vocal and instrumental.

—FRANK M. ALLEN will conduct a "Select School" at Washington C. H., from July 7 to August 1, 1879. For a wonder Mr. Allen does not call it a Normal School. It is well for the word *Normal* to get a rest occasionally.

—HENRY KIDDLE a few weeks ago resigned his position as Superintendent of the Public Schools of New-York City. His resignation was accepted and a resolution of tribute passed by the Board of Education. He has been connected with the schools as teacher and Superintendent for more than forty years.

BOOK NOTICES.

A HISTORY OF ROME. Amply illustrated with Maps, Plans, and Engravings. By R. F. Leighton, Ph. D. (Lips.) New York: Clark and Maynard, publishers, 5 Barclay Street. 1879. Pages 515.

This is a history of Rome that is superior to any of the school histories of Rome with which we are acquainted. It is profusely illustrated by maps, colored and uncolored, diagrams, and engravings. The first engraving represents the *cloaca maxima* and the last the arch of Constantine as they now are. The scope of the work is such that it covers much more than the military life of Rome. A special feature of the book is the incorporation in it of the results of the remarkable researches of the last quarter of a century. We have no hesitation in recommending an examination of the work to all teachers of Roman history, believing that the book is the best of its kind yet published.

PROFESSOR HENNEQUIN'S New Work on the French Language. Complete Advanced Sheets. Pages 215 in paper cover.

We shall notice this work particularly in reference to its object and scope on receipt of the bound volume.

STUDIEN UND PLAUDEREIEN. By Sigmon M. Stern. New York: Henry Holt & Co. Pages 226.

This book is published in the interest of the Natural Method. So charming are the chats and stories incorporated in the conversations of the pupils and teacher that we read the book entirely through. The allied character of German and English has enabled Mr. Stern to start off with words that are the same, or very nearly the same, in both languages. Mr. Stern is the Principal of the German Department of the Sauveur School of Languages in New-York City. Mr. Sauveur may well be glad that he has found a man that can prepare German chats fully as interesting as his own French ones.

THE CULTIVATION OF THE SENSES. Philadelphia: Eldredge and Brother, 17 North Seventh Street. Pages 96. Price 50 cts.

This neat little volume is No. 1 of Manuals for Teachers. The series of five was originally prepared in England, at the request of the Literature Committee of the National Educational Society, by university men. They have been revised with the intention of adapting them to the use of American teachers. The four additional numbers will be noticed as they shall be received. The ten chapters of No. 1 are as follows:—Introduction, The Senses, How the Child gets his First Ideas, How the Child Perceives, How the Child forms Conceptions, How shall we Cultivate the Child's Senses, Object Lessons, On the Special Value of the Physical Sciences as Instruments for Cultivating the Senses, Lessons on Color and Forms, and the Senses in Relation to the Ordinary Subjects of School Instruction.

BOSTON SOCIETY OF NATURAL HISTORY. Guides for Science-Teaching. No. V. Common Hydroids, Corals, and Echinoderms. By Alpheus Hyatt. Boston: Ginn and Heath. 1879. Pages 32.

We have already referred to the four preceding numbers. This little primer is illustrated by twelve plates. We presume its price is about 30 cts. No more numbers will be published before October next.

MOTIVES OF LIFE. By David Swing. Chicago: Jansen, M'Clurg & Co. 1879. Pages 162. Price \$1.00.

David Swing is a man who has attracted much attention to his religious views as all prominent men do who depart from the old ways of expressing their thoughts. The book before us sparkles with thought. The topics treated are "Intellectual Progress," "Home," "A Good Name," "The Pursuit of Happiness," "Benevolence," and "Religion." The popularity of the book is evidenced by the fact that the third edition is now in press.

AMERICAN HEALTH PRIMERS. Hearing, and how to Keep it. By Chas. H. Burnett, M. D. Philadelphia: Lindsay and Blakiston. 1879. Pages 152. Bound in cloth, 50 cts.

This is a neat and instructive volume written by a competent aurist. Chapter I. treats of the structure of the ear, external, middle, and internal; chap. II., on the physics and physiology of sound and hearing; the next three chapters on the chief diseases and injuries of the ear, and the avoidance of their improper treatment; and the last two chapters on the general hygiene of the ear. This book might be profitably read by physiology classes in schools.

A MANUAL OF INTERNATIONAL LAW. By Edward M. Gallaudet, Ph. D., LL. D. A. S. Barnes & Co., New York, Chicago, and New Orleans. 1879. Pages 320. Price by mail, postpaid, \$1.50.

This is the first attempt, so far as we know, that has been made to bring the principles of international law in a small compass. The work is an abridgment of Charles Calvo's work on theoretical and practical international law, published in Paris in 1870-2. The author in order to insure accuracy has submitted the text to the inspection of several prominent legal scholars. The work has a wide range and many of its topics are of interest to readers generally. We commend it to the favorable examination of those having to do with the arrangement of courses of study for the upper schools.

THE SCHOOL GARDEN. Being a Practical Contribution to the Subject of Education. By Prof. Erasmus Schwab, Director of the Military College of Vienna. Translated from the fourth German edition by Mrs. Horace Mann. New York: M. L. Holbrook & Co. 1879. Pages 92. Paper cover. Price 50 c'ts by mail.

All teachers who keep abreast of the times will want to know the result of the attempt made in Vienna to attach school-gardens to school-house lots. The experiment has also been tried in Cambridge, Mass. The school garden must not be confounded with the kindergarten. It is for older children than the latter.

FORMS OF PARSING AND ANALYSIS. Oral and Written; with Forms for correcting False Syntax. By E. Oram Lyte, A. M., Professor of English Grammar, State Normal School, Millersville, Pa. Lancaster, Pa: Normal Publishing Company. 1879. Pages 116.

Every critical teacher knows the importance of system not only as an aid to thought but also as an economizer of time. The little book before us aims to systematize the forms of analysis and parsing. Many judicious comments are made but the best forms of parsing are not always given. A poor form, however, strictly followed is better than no form. We consider it a defect in a book to give voice as a property of transitive verbs only instead of a property of all verbs. See our discussion of voice in the Monthly for May. The lovers of parsing will be interested to see Mr. Lyte's little book.

THE MULTUM IN PARVO MUSIC LEAVES for Use in Day-Schools, Music Classes, and the Home Circle. Philadelphia: John J. Hood, No. 608 Arch St. Pages 64. Price 40 cts. or \$4.20 a dozen.

This little book contains about 200 selections and is, indeed, a multum-in-parvo. The pages were originally issued as leaflets by the late John Bower, Superintendent of Music in the Philadelphia Public Schools.

ON THE PROVINCE OF METHODS OF TEACHING. A Professional Study. By James H. Hoose, A. M., Ph. D. With an introduction by Charles W. Bennett, D. D. Syracuse, N. Y.: Davis, Bardeen & Co., Publishers. 1879. Pages 376. Price \$1.00.

We welcome this book as an earnest attempt to present the processes of teaching in a philosophical light. The mass of teachers teach without any well-defined idea of the principles that underlie good methods. We anticipate pleasure in the perusal of this book which we intend to make as soon as time permits. Teachers who are anxious for systematic statements in reference to teaching should write to the publishers and procure a copy.

THE MYSTERIES OF THE HEAD AND THE HEART EXPLAINED: including an Improved System of Phrenology; a New Theory of the Emotions, and an Explanation of the Mysteries of Mesmerism, Trance, Mind-Reading, and the Spirit Delusion. Illustrated by upwards of one hundred engravings. By J. Stanley Grimes. Second Edition. Chicago. W. B. Keen & Co. 1878. Pages 359.

The brain is doubtless the organ of the mind and in some way interesting facts as to its mode of action may be ascertained by future investigation. We do not, however, believe that the existence of a single phrenological organ has yet been scientifically proved. Indeed, we little expect that the possible scientific phrenology of the future will have much in common with the details of the systems of Gall, Spurzheim, Combe, or Grimes. These systems are not accepted by physiologists generally. The usual explanation of this want of acceptance is too silly to deserve notice. Every humbug in the world relies for its stock argument on the treatment of Galileo, who was right, by the ecclesiastics, who were wrong. Mr. Grimes was the man who started Andrew Jackson Davis, the Poughkeepsie seer, on his career of divine revelations. At first Mr. Grimes believed in clairvoyance and wrote in favor of it; now he is a staunch opponent of the common explanations of mesmerism, spirit rappings, seeing mediums, etc. From his former state of credulity he has dropped into the true skeptical state of the scientist. It is strange, however, that his faith in phrenological organology has not been shaken. He is, however, fond of theories, as is proved by his works on astronomy and physical geography. It seems as if coincidences now have an undue ascendancy with scientific men. For instances see "*Nature*," weekly. Whatever one may believe as to phrenology he cannot fail to find in Mr. Grimes's book much to interest him and set him to thinking. Furthermore, it should be remembered that Mr. Grimes is no ordinary man. In him there is a strange mixture of imagination and a scientific habit of mind. The reader of the history of science will immediately recall Kepler as a very prominent illustration of a man of science who was full of vagaries.

FIRST PRINCIPLES OF POLITICAL ECONOMY. By Joseph Alden, D. D., LL. D. Syracuse, N. Y.: Davis, Bardeen & Co., Publishers. Pages 152. Price 75 cents.

In this little book of thirty-one chapters, with questions thereon, the author has presented the elementary principles of finance and industrial pursuits. He thinks the knowledge of these subjects can be generally diffused only through the agency of the Public Schools. The financial and money tinkerers will find little comfort in it for their vagaries.

NEW ELEMENTARY ALGEBRA, designed for Common and High Schools and Academies. By Shelton P. Sanford, A. M., Professor of Mathematics in Mercer University, Ga., and Author of a Series of Analytical Arithmetics. Philadelphia: J. B. Lippincott & Co. Pages 332.

This is a very neat work and is about like the better ordinary algebras. We see no especial reason why the book was written, as it makes no material advance in the manner of treating the subject. Indeed, the author has been careless in his language at times. He says, "A coefficient shows how many times a quantity is *added* to itself; an exponent shows how many times a quantity is *multiplied* by itself." The inaccuracy of such statements is apparent. Other objectionable expressions could be pointed out.

SCHOOL-FESTIVAL SONGS. A Collection of Favorite English and German Trios and Choruses, for Male or Female Voices, with Piano Accompaniment, suitable for Exhibitions, Commencements, Concerts, and Parlor Entertainments. Price 75 cents. J. Fisher & Bro., 226 East Fourth Street, New York. 1879. Pages 62.

The pieces in the collection are as follows:—Sweet Spring has Come, The Alpine Shepherd, The Happy Wanderer, Farewell Song, for three female voices, Farewell Song, for four male or female voices, The Pleasures of Home, May Song, God be with Thee, Birds and Flowers, The Wanderer's Joys, Praise to the Lord on High, Spring, Home, To the Woods, vocal march, Laughing Chorus, for 3 or 4 voices, Sweet Birds in the Forest Green, Bells of Spring, Freedom, Mountaineer's Song, Hunting Chorus, Motette, Ah! where are the days of my youth? solo and quartette, and The wind whispers low (from Oberon).

PAMPHLETS, REPORTS, Etc. RECEIVED.

To Ruin is not to reform. An Address delivered before the Teacher's Association of St. Louis. By Louis Soldan. Pages 17.

Annual Report of the Portsmouth Public Schools for 1878-1879. Pages 84. M. S. Campbell, Superintendent. A neat Report. Twenty-four pages are taken up with examination questions.

Thirteenth Annual Report of the State Board of Education, showing the condition of the Public Schools of Maryland ; for the year ending September 30, 1878. Annapolis: 1879. Pages 408. Hon M. A. Newell, Secretary.

Twenty-ninth Report of the Public Schools of the State of Missouri. Jefferson City: 1879. Pages 300. Hon. Richard D. Shannon, Sup't.

Forty-second Annual Report of the Board of Trustees and Officers of the Ohio Institution for the Education of the Blind, to the Governor of the State of Ohio, for the year 1878. Columbus: 1879. Pages 90. G. L. Smead, Superintendent.

Methods of Study in Social Science. A lecture delivered before the St. Louis Social-Science Association, March 4, 1879. By Wm. T. Harris. St. Louis: C. I. Jones & Co. 1879. Pages 23. This lecture is full of thought. Mr. Harris never writes without saying something worthy of consideration.

International Exhibition Company. Official Bulletin of the International Exhibition. Fairmount Park. Philadelphia: 1879. Pages 34.

Annual Report of the Wadsworth Public Schools. Pages 15.

College of Music of Cincinnati. Programmes of all the Concerts of the First Season, 1878, 1879. Pages 40. Robert Clarke & Co. Price 20 cts.

Illustrated Circular of the Lake-Erie Female Seminary, Painesville, Ohio. Pages 12. Mary Evans, Principal.

Spelling Reform. Report of the Text-book Commission of the Legislature of Wisconsin. Made Jan. 8, 1879. Madison, Wis. Pages 13.

Seventh Report of the State School Commissioner, Atlanta, Ga. Hon. G. J. Orr, Commissioner. Pages 75.

Catalogue of Eclectic Educational Series. Pages 48. Van Antwerp, Bragg & Co., Cincinnati and New York.

New-Bedford (Mass.) School Report for 1878. Pages 124. H. F. Harrington, Superintendent.

University of Wooster, Medical Department, Cleveland, O. Sixteenth Annual Catalogue 1879-1880. Pages 34.

Premium List for 1879 of Erie-County Agricultural Society. Pages 56. U. T. Curran, Superintendent of Educational Department.

Otterbein University. 1879. Pages 44. Dr. H. A. Thompson, Pres.

State of Kansas. Report of the Department of Public Instruction for the School Years ending July 31, 1877 and 1878. By Allen B. Lemmon, Superintendent. Topeka, Kansas: 1878. Pages 431. Paper covers.

Common Schools of Cincinnati. Part First. Forty-Ninth Annual Report for the school year ending August 31, 1878. Part Second. A Hand-Book for the School year ending August 31, 1879. Printed by order of the Board. Cincinnati: 1879. Pages 367. Bound in cloth. J. B. Peaslee, Superintendent. This is an exceedingly interesting report.

Ninth Annual Report of the Board of Education together with the Thirty-Fourth Annual Report of the Commissioner of the Public Schools of Rhode Island. January, 1879. Providence. 1879. Pages 294. Bound in cloth. Thos. B. Stockwell, Commissioner.

Annual Report of the Superintendent of Education in the Common, Academic, Normal and Model Schools of Nova Scotia, for the year ending October 31, 1878. Halifax, N. S.: 1879. Pages 162. Paper sides. David Allison, Superintendent.

Biennial Report of the Superintendent of the Newark Public Schools, for the School Years ending August 31, 1877-1878. Published by order of the Board. Newark, O. 1879. Pages 26.. J. C. Hartzler, Superintendent.

History of the Cosmian Literary Society of West Salem, Ohio, from 1874 to 1879. 1879. Pages 40.

In Memoriam. Joseph Henry. Address of Hon. Jas. A. Garfield, at the Memorial Meeting in the House of Representatives, Tuesday evening, January 16, 1879. Washington. 1879. Pages 7.

The following is from the revised edition of Ohio Teachers' Association Programme, Cleveland, July 1, 2, and 3:

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We issue this number early. All items of intelligence received after June 11 had to be reserved for the August number, which will also be issued early. Responses to requests for lists of Institutes have not been received to any extent. Those having information as to Institutes, will do us a favor by communicating it to us.

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THE
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 —AND—
NATIONAL TEACHER.

Vol. 20.

AUGUST, 1879.

No. 8.

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THE NATIONAL TEACHER.

OCTOBER, 1879.

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Third Series, Vol. IV, No. 10.

PROCEEDINGS OF THE OHIO TEACHERS' ASSOCIATION, AT CLEVELAND, OHIO, JULY 1, 2, 3, 1879.

(Continued.)

GENERAL ASSOCIATION.

WEDNESDAY, JULY 2, 1879.

The General Association was called to order at 9:30 A. M., by Sup't J. M. Goodspeed of Athens, the Chairman of the Executive Committee.

The exercises were opened with prayer by Dr. W. G. Williams, of the Ohio Wesleyan University, Delaware, Ohio. Dr. D. B. Smith, the President of the Cleveland Board of Education, in behalf of the citizens of the Forest City, delivered an address of welcome to the members of the Association, to which Dr. John Hancock, Superintendent of the Dayton Public Schools, responded.

President H. M. Parker, the Superintendent of Public Schools of Elyria, Ohio, then delivered the following

INAUGURAL ADDRESS.

As we look upon the growth of education in Ohio, we feel a commendable pride in the progress that has been made in the last forty years. Within that time the Union or Graded-School System of the State had its origin, and has grown to its present proportions, so that now, not only

German is ever in danger of being wiped out from the curriculum in schools which have adopted this system, for it can be done without disturbing the general run of the schools by simply dispensing with the German teachers. And, as you are well aware, there is always a respectable number of tax-payers who will delight in so doing. The special-teacher system is a weak one, more especially at a time when the use of the sponge is advocated even by political parties. This weakness, you will admit, appears on the surface; but the system has other weaknesses which can only be observed by looking deeper. Since the supernumeraries cause extra expense, it is the object of the authorities, and very justly so, to keep the expense down as much as possible, even if they are heartily in favor of keeping German in the schools. Since this just and righteous tendency will always lead, and can only lead, to shortening the time to be devoted to each individual class, until the special teacher—an object of compassion—is obliged to teach between ten and fifteen classes a day, each of which enjoys him for not more than from twenty to thirty minutes, according to ADAM RIESE, and this in some places only four times a week. I hope it is not necessary to state reasons for the insufficiency of the time thus homeopathically applied.

If instruction in language were equal to instruction in geography, for instance, which treats with dry facts, homeopathic time pills might do, but language is not so much a matter of memory as it is of incessant practice and exercise. In geography, history, physiology, and other branches we call for knowledge; in modern languages it is ability. Ability is to be acquired by exercise, and exercise demands time. A special teacher with ten or more classes, and as many as 200 to 250 manuscripts a day to correct, will never accomplish anything worth mentioning; and those who introduced this system of special teachers sowed the seeds of a mortal disease in the German department. There are two great drawbacks to it: First, it costs too much (every extra cost is a burden), and second, it yields little. There is, however, a third reason against this system. It stamps the teacher of German a useless fifth wheel to the wagon, when we consider the great truth that the teacher should educate as well as instruct. His educational influence over his 200 to 250 pupils is not so strong as that which Tom, Dick, and Harry exercise upon them during the fifteen minutes of recess. His authority as a teacher is so limited that he cannot perceptibly influence the moulding of the pupil's character. As regards school work, he must rely upon the good will and assistance of the class teacher, and however willingly the latter may help him to uphold his authority and in every way coöperate with him—the class teacher must be a saint or an angel, if she could do that all the year round, day after day. The special-teacher system, may be, and really is, of great benefit in High, Normal, and Professional schools, but I claim it is not recommendable for common schools. The superintendent of the St. Louis city schools, W. T. Harris, has had experience in this system, and lately proposed another plan to the Board of Education, of which I intend to speak hereafter. I believe it was adopted unanimously.

Second—The second system is in vogue in Columbus, O.; Baltimore, Md.; San Francisco, Cal., and a great number of smaller cities of the West.

It may be called the other extreme. It is that of establishing special schools for the German children, as is done for the negroes in the South. All the teachers in these schools, from the principal down to the last primary teacher, are regular class teachers, and cause no extra expense whatever. Here the children are taught by teachers who are familiar with both languages. Not only do they teach the linguistic portion of the curriculum in both idioms, nay, in some schools they even present all other branches of study in English as well as in German. By that means they are able to show great results. That their instruction, in most cases, is highly creditable and successful, even more so than in monolingualistic schools, is a fact that has not been disputed by those who have had opportunity to observe their work. Both languages stand in organic relation to each other in such schools, and the teachers, not being considered as fifth wheels, are therefore able to exercise authority over their pupils. To all these advantages should be added the teachers' ambition, which will not allow them to fall behind others in their results. All this, you will admit, will recommend the establishment of such schools, but there is one drawback connected with them, which offsets everything said in their favor, to wit: This system of special schools separates the nationalities, when it should be the earnest endeavor to bring them into close contact, for reasons sufficiently obvious to an American audience not to enlarge upon them here.

This great disadvantage of the second system is successfully obviated by the

Third—System followed in Cincinnati, Cleveland, Toledo, Indianapolis, Buffalo, Louisville, Saginaw, and a very large number of smaller towns, recently also in St. Louis. It consists in establishing parallel or exchange classes or grades in such schools where there is a sufficient number of pupils taking up German to warrant this. By a liberal interpretation of the boundary rules, pupils of other districts are allowed to attend school where they can take part in the study of German. The teachers of these exchange classes have charge of a class-room and are not supernumeraries. This third system, therefore, offers all the advantages of that of special schools, and successfully obviates its disadvantage. True, this system has not been carried out everywhere in the upper grades, but that is only a question of time, here in Cleveland and elsewhere. The greatest gain in the appointment of German class-teachers seems to be the fact that they are not special but regular teachers. They are before their pupils on a level with their English colleagues. Their authority is undisputed. As class teachers they have ceased to be mere language teachers. Their very position improves their influence, and even more so where they can take English branches beside the German. In the hands of such German class-teachers the English and German instruction are brought into organic connection, and this connection it is which greatly facilitates the progress of the pupils in English. Whatever these pupils learn is viewed by them from different stand-points, so to say, comprehended doubly. When special teachers are employed, German exercises almost no influence upon other studies. The linguistic talent of the pupils is not brought into play farther than is necessary for memorizing words and dry grammatical rules.

The study of German under such circumstances remains fruitless, uninteresting, a dead weight not only for the pupils but in no less degree also for the English teachers, who regard the German lesson as a wedge driven inconveniently into their daily programme.

These then, Mr. President, are the three systems: 1. The special-teacher system, discarded by such men as Superintendent Harris, and denounced by every one who has tried it. 2. The special-school system, a system against which the sense of every patriotic true American, whether native or naturalized, will revolt. 3. Our "Ohio idea," the system of parallel or exchange grades, inaugurated by Superintendent Rickoff in Cincinnati some thirty years ago, followed also upon his recommendation in our good city for the last nine years, and indeed followed in every place where German has been a success.

Prof. D. F. De Wolf of the Western-Reserve College, Hudson, read a paper on

THE TRUE LEGAL BASIS OF OUR PUBLIC-SCHOOL SYSTEM.

To many people, and probably to most of my present audience, there is little practical call for the distinctions sought to be established by this paper. A pupil who comes to you demanding education from the State as a personal right, and one coming because the State has sent him for reasons of her own, each of these pupils will receive from your hands the same attention. From habits of sentimental and conscientious devotion to your work, you regard each pupil as a human being, having powers to develop, personal parts to act in life, standing in personal relations to the industrial guild, to the Church, and to all the great interests in this world and the next, and your moments are used (I am now speaking to the best of my profession,) in meeting through educational appliances, the personal necessities of immortal human beings. Your joyful home feeling in this work of promoting the good of society and of the individual, is such that you deem it almost sacrilege to acknowledge the necessity of examining title-deeds or conditions of tenure, to learn on what legal or political grounds you are called to administer this system of education. It is next to impossible for you to conceive that the world about you is applying a colder logic than you are to your positions as benevolent Christian workers, and that a very unsafe majority of it will be found to support your system on your sentimental grounds. The newspaper discussions of the past winter developed the narrow and precarious grounds on which the writers were accustomed to decide great questions concerning the conduct of our country schools. You have all felt that only because the majority of our legislators held these narrow views, could the questions which you have presented to them have met with so indifferent a hearing. The claims of individuals, mere human considerations, are seen to affect even church contributors in all the various degrees from fever heat down to zero. Much more is this true of politicians. Even to the average mind,

an act regarded as in any sense a boon, leaves large play for jealousies between city and country, quite too much room for sectarian cavil, and for aristocratic and miserly indifference to the so-called masses or *canaille*.

But if the considerations which are adequate to maintain your zeal at fever heat, prove insufficient to move the powers that be on the throne, and the powers that be behind the throne, are these arguments in any sense broad enough to include the recognized interests of this enthroned power and this enthroning power?

Looking into the history of educational systems, we shall find that, historically, the National school systems of to-day, are founded neither on the humanitarian enthusiasm sought to be aroused by J. J. Rousseau's *Emile*, nor on the individual sympathy that actuated Pestalozzi in his authorship of *Lienhard and Gertrude*; nor yet on the pious and philanthropic sentiment of the true Christian teacher of to-day. All of these sentiments have greatly assisted in developing that individual interest in educational methods, and in eliciting that sympathy for individual pupils, which are essential to the proper working of an educational system. In Switzerland, especially, and scarcely less in Germany, England, and America, these causes were exceedingly active in holding the attention of the government to the necessity of relying less and less on the sword and the scaffold for the suppression of riot, disorder, and crime, and in turning its attention more and more to a cultivation of higher conditions of humanity for purposes of its own safe and healthful activity. In other words, a State system of education is the conception and outgrowth of humane sentiments which exist only in communities already advanced in civilization. Yet it is not directly and exclusively their agent; nor could its maintenance by taxation be now defended as such. It is an *essential*, an absolutely *indispensable* part of the police system of an enlightened government. Without such a system a certain minority of a community may be held in servile and stagnant quiet, by the instruments of murder, scaffolds, swords, bowie-knives, and pistols, in the hands of another moiety. Without it, orderly and safe liberty of individual action cannot be secured among large masses of human beings. A familiar example will prove and illustrate our position. Prussia brought forth her notable educational system under such circumstances as to leave no doubt of its true parentage. William Von Humboldt had written a work which he had not published, entitled "Ideas Concerning an Attempt to Determine the Limits of Action which a State Ought to Exercise." In this he advocated, as the best interest of the State, as well as of the individual, a large individual liberty, opposed the theory of subordinating the individual to the State, and restricted generally the field of governmental action regarding the individual as strenuously, considering his surroundings, as our own Jefferson.

This notion of individual liberty, founded on broad notions of individual capability, would lead him to the very limits of public safety in leaving to the individual the conduct and the responsibility of his own culture, and only to extend the functions of government to this subject as he saw it to be essential to the State. From another and a narrower point of view, Frederick III. and Hardenberg would be little inclined to make concessions

for the benefit of the people, except for reasons of State advantage. Neither of these latter personages had large sympathies with the people as such. Prussia had at this time, however, and perhaps fortunately, when the dispositions of the King and his Minister are considered, no leisure to discuss questions other than those of State advantage. The victory of Austerlitz, and the treaty of Presburg in 1805, had strengthened Napoleon's position, and humbled the power of Prussia. This was followed by the defeat of Jena, in 1806, and several years experience under the yoke of Napoleon it was that decided the King and Hardenberg to inaugurate, in 1810, an entirely new State policy. Permission was granted to citizens and agricultural laborers to acquire and possess real estate, and the nobles to engage in industrial and commercial pursuits without prejudice to their dignity. The burdens which hitherto lay exclusively on the humbler classes were removed, and the estates of the clergy were appropriated for the liquidation of the public debts; the army was reorganized, a new and improved system of national education was introduced, and harmony was restored between King, nobles, and people, by an equal distribution of taxes, and finally, in 1811, serfdom was abolished. Of these seven children thus born to the social system, there can be no question that to state necessity must be attributed the fatherhood. Among these is recognized the educational system. William Humboldt's great mind, of which Talleyrand said not three such existed in Europe, perceived, and he so advised, the very existence of the nation depended on the increase of its forces, not through the doubling of its population so much as through the doubling of its powers by a larger individual freedom, and intelligence, and thus by a larger comprehension on the part of the people of the essential relation of a good government to their prosperity and happiness, and thus of the claims of such a government on their support. Humboldt was entrusted with this part of the plan for increasing the strength of the nation. To its working she is proud to attribute in great part the prominent position which she now holds as a State.

If we pursue the history of the educational controversy in England, also, we shall find that Parliament was proof against all pleas put up by *humanity*, and against all claims of the individual to knowledge, and that, not until the speeches of Macaulay reiterated in their ears the arguments of Adam Smith and his own arguments, is a sign of interest manifested in the subject. Previously to 1780, Adam Smith, who was never favorable to the interference of the State with the interests of individuals, declares the grounds on which education is exceptionally a matter in which the Government is most deeply concerned. He compares ignorance, spread through the lower classes, neglected by the State, to a leprosy or some fearful disease, and says that where this duty is neglected, the *State* is in danger of falling into terrible disorder. Lord Macaulay in his speech on the Government plan of Education refers to the riots of 1780, and those fearful ones of subsequent dates, to illustrate his proposition that ignorance makes the persons and property of the community unsafe, and that the Government is bound, on its own account, to take measures to prevent that ignorance.

He reproduces a picture of the real condition of things, vivid, it must

be confessed: 100,000 men in insurrection; parliament besieged, its speaker trembling in the chair; lords pulled from their coaches, the Bishop flying, 36 fires blazing in London, the house of the Chief Justice sacked, the children of the Prime Minister taken out of their beds and laid on the tables of the horse guards, and all of this" he continues, "the effect of nothing but the gross, brutish ignorance of the population who had been left brutes in the midst of Christianity, savages in the midst of civilization."

He urges that it is the duty of the Government by some means to protect lives and property as essential to the existence and advancement of society. "But," he says, "take away education and what are your means? military force, prisons, penal colonies, gibbets." "If there be an end to which the Government is bound to attain, if there be two ways only of attaining it—if one of these ways be by elevating the moral and intellectual character of the people, and if the other be by inflicting pain, who can doubt which way every Government ought to take?" "It seems to me," he says, "that no power can be justified in punishing those whom it neglects to teach."

These, then, are the arguments which the State has heeded, and on which she has, in these two countries, founded her educational system. Nor has our own country done differently. With broader views of the purposes of government and of individual capacity for freedom of action, they knew as well that these purposes could not be met, if any considerable proportion of society was left on this low plane of "savagery in the midst of civilization." Hence the cry, "Educate the people" was heard in the earliest councils of New England. "Educate the people" was the first proclamation of Penn, and the last advice of Washington. Jefferson, of all men the most strenuous, in restricting the functions of government, and in confiding in the capacity of the people, did all he could to secure the blessings of a State education to Virginia.

In order to gain the consent and support of every class of community the founders of our government established its pillars on principles purposely so broad as to leave no room for cavil and so that no difference of opinion as to the responsibility of man to his fellow-man, or as to the functions of government with regard to the individual, that no selfishness, however cold, that no bigotry, however irrational, could undermine it.

They restricted the functions of Government itself to such general and peremptory facts as leave the largest freedom to individuals and voluntary organizations, and yet so as to extort from these the constant recognition of the fact that Government should perform these few functions with the greatest certainty. To render possible the freedom of individuals and of associations to make the best of their originality and enterprise for their own good and for the benefit and progress of society, they saw that Government *must* render the fruits of labor and inventive skill secure; must insure to the industries such peaceful and confident conditions as will promote long processes of study and experiment, bold undertakings, and daring investments; to moral and spiritual forces it must secure immunity from that clashing and those explosions of bloody rage, which seem for many centuries to have been such constant results of the convic-

tion that certain parties had secured a copy-right from God on the only infallible method of securing peace on earth and good will to men, and which so long clogged humanity in its efforts to improve its conditions.

The early Bills of Rights give evidence of this large and almost divine comprehension of the necessity of absolute freedom, under a law promoting, for this purpose of absolute freedom, absolute order. They clearly saw that only thus could adequate results be secured from the teeming mass of physical, intellectual, and moral forces which constitute a nation of stalwart and well-conditioned men.

"All men," says the Bill of Rights drawn up by Col. George Mason, "are created equally free and independent, and have certain inherent, natural rights, of which they cannot, by any compact, deprive or divest their posterity. Among these are the enjoyment of life, and liberty, with the means of acquiring and possessing property and pursuing happiness and safety." It declares, "That government is, or ought to be, instituted for the common benefit, protection, and security of the people, Nation or community." It nowhere declares that it shall feed, clothe, or educate him. It nowhere recognizes, or argues for the recognition of, the inherent natural right of the individual to either of these boons, and perhaps to most minds it might seem equally just to argue for the natural right of the individual to all of these as to any one of them.

But, having endowed the Government with its high and influential functions, it of necessity invests it with the means of effecting this protection and security to society, and that, too, without using as a chief means of securing this protection and safety the deprivation of the individual of life, liberty, and the means of securing property. For this single and imperative purpose, its interests and rights are far above those of the individual, for of what individual could it be said, "he was instituted for the protection and security of society?" And here it may be noticed that neither history, sacred or profane, nor human or Divine philosophy, attaches the sacred importance to the individual, in dealing with great social problems, which is sometimes supposed. Society seems to be the unit of interest in both secular and sacred history. This is, of course, because the highest interest of the individual, of any individual, can be secured only through the most perfect conditions of society.

If this duty then of protecting the individual's rights and activities, by holding men in order, is imposed upon government, the power to exercise the function effectively is essential, and therefore, as we have seen, vests in such government.

But the declaration that a government is necessary to the maintenance of order, implies, what history daily teaches us with the same certainty with which we have learned that the sun daily rises and sets, that order only exists among men through means adequate to secure it. In other words, it implies that man, in a state of savagery and ignorance, does not leave society and the individual to the free use and enjoyment of life and liberty, with the means of acquiring and possessing property and pursuing happiness and safety. History and present observation have also certainly taught government there are only two means of securing order and consequent freedom among men, viz.: implements of destruction, terror,

and subjugation on the one hand, and the means of intelligence on the other. Under the teaching and discipline long ascendant in the name of infallible right, and which constantly still seeks the ascendancy; the wheel and the knout, the stake and the prison, have been effectually tried. Their brutalizing effects upon the races of men have been such that it may take some generations more to beget general capacity for a better method, and to lead to its full and adequate trial.

But how does it appear that government as the agent of society must perform this work of educating? Why not leave the work to the parent, or to voluntary associations? We assume, that while it is an established fact of history and philosophy, the very foundation-fact of a free government, indeed, that, as a rule, the best moral and industrial results are secured by leaving enterprises to individuals and to voluntary organizations, yet does history as certainly teach that this is so only under certain well-established conditions. It is best where quick and certain returns, as in agriculture, mechanical industries, trade and commerce, furnish a constant and certain pressure and motive for individual activity, or where the results bind the individual despotically, as in the alternative presented to him to work or starve, as also in such delicate and complicate matters as individual religious faith. But the education of the child, or of the children of a nation, comes under none of these cases. The interest which the uneducated, passionate parent has in the education of his child, will always be remote and uncertain: 10, 12, 15 years must elapse before the fruit is to be plucked, and then not, perhaps, by his hand. He must be a highly-organized or a highly-civilized man, who has accustomed himself to work and to wait for results so remote. SCHILLER has well stated this truth: "Jeden, ohne Unterschied, reizt der nahe Gewinnen ; aber nur grosse seelen wird das entfernte Gute bewegen." So it will always be true that the education offered by the different churches, will come so conditioned that the very classes which most need it, will never accept it with these conditions. If we were sure that the older of these organizations desired the education of the people, we have waited many centuries to see her educate even her own votaries, though all this while she held the purse-string of the Latin nations at least. With this experience, it is physically impossible that we should wait longer for her. During her reign in the so-called Christian world, little if any progress was made, except in painting, church architecture, and the art of personal torture and war, arts that have absolutely no tendency to raise the masses or to help society. With this experience the State has no reason to wait longer. The newer forms of faith generally hold more or less enlightened views as to the duty of the State to advance in this work.

The cavil that is now arising, as to whether the schools should be supported entirely at public expense, as now in these States, or only in part thus and in part by tuition, as some wiseacres seem recently to have learned, is done in England and other European countries, opens too prolific a question for this paper. In the end the distribution of the expense is not essentially different. Poor laboring men having families to feed and clothe, pay their full share of taxes in this country, since manufacturers, merchants, and farmers alike charge over to the commodities which are

sold to these large consumers, their revenue and tax accounts. And, in any case, the expense, whether by tuition or otherwise, comes from the people, and in the case of schools, goes back to the people, benefiting all classes.

Shut in by these facts, the State must feel itself as absolutely bound to make the wiser, worthier choice, to educate its subjects rather than to hang, shoot, torture, or imprison them, as it feels bound to secure, in the language of the Bill of Rights, the orderly and safe enjoyment of life and liberty in the pursuit of happiness.

This, then, we believe, is the foundation on which our school system stands. Broader is it than any personal consideration, since it embraces the question of the very existence of a free and intellectually active society, and since such a society is the indispensable instrument and condition of individual happiness, through the free and effective development and exercise of man's religious, intellectual, and industrial forces, and since on these conditions absolutely depend the prosperity of the State. It is, in other words, stronger and less vulnerable to any reasonable political criticism than any other foundation suggested, since it is the ~~peremptory~~ requisite of those social conditions, which a Government of the people, for the people, and by the people, is created to secure.

Nor are these all of the marks of the breadth of this doctrine in the artistic sense of this term. Like all principles, in proportion as they approach first and general truths, this embraces incidentally the minor requirements of a true system of education, since it gives room for the exercise under it, of all of our Christian and humane sentiments, room, also, for meeting many, if not most of the pressing necessities of the individual, the industrial guild, and the church, much the same as if it were constructed purposely to secure these narrower ends alone. I hasten to a few corollaries deducible from this subject.

First,—The same broad necessities which compel the State to educate her youth, make it just as binding a duty to make her system of education effective of its purpose, both by compelling the attendance of the youth whom it is to educate, and by using what reasonable means may be necessary to perfect the schools. The best schools by which I do not mean fancy schools or expensive schools—are as much cheaper than poor and neglected schools, as locomotive transportation is cheaper than ox-team transportation. What is saved to the State in time by good schools, is saved to its industries; and, besides this, good schools secure much higher results of manhood to the State than poor schools can do. When the people come to see the vital importance of this subject, as they do now in Cleveland and many other places, the best schools are bound to prevail, as they do in such places.

Second,—no State can, in view of history and the very nature of the subject, yield to the demands of any church or other party to abrogate or to cripple her public-school system, for the purpose of trying over again old experiments.

Nor will any church or party seeking the well-being of society, be anxious to oppose the public schools. The public schools neither seek to avoid subserving the interests of the industrial guild or of the church,

nor do they do this. They seek to turn over to both, for further instruction in the investigation and application of truth, a population taught to reason, to value truth, and to know the peremptory and inexorable nature of physical and moral law. While, owing to the peculiar conditions of society they cannot do what they would, and what they perhaps might do, in the way of moral teaching and discipline, yet is the State primarily and ultimately interested in this question of all others, albeit she sees herself bound to seek these results principally through intellectual quickening. Facts, indeed, go far to show this intellectual quickening to be the very best road to moral results. At all events, to an organization interested in the inculcation of *truth*, this population, so awakened, must be vastly more acceptable and serviceable, than a people sodden in ignorance and unaccustomed to think. Similar remarks apply to the industries. Much may be done, and all should be done that is possible, to promote such knowledge in the school courses, as shall prepare pupils in a general way for industrial pursuits.

But, third,—No other interest can justify the exclusion from their proper places in the school of such studies as are necessary to the proper performance of the duties of citizenship. Some knowledge of the different departments of the government, their distinctive duties, and the reason for preserving these departments sacredly distinct, the obligations and importance of each individual properly performing his duties to the State, and of seeing that those laws which pertain to the expression of enlightened popular will, the election laws are not violated by others. It is also important to the State that each pupil be taught, that, not only he himself but the State also is concerned to have each individual, through some productive industry or calling, secure to himself character, position, and that relation of interest and safety to the State, and to society, which comfortable conditions as to property help to secure. He should be taught to know, and should be exercised in those qualities of well-directed industry, of self-control, and self-denial, that render men successful. All this is clearly possible in that confidential relation which exists for many years between teacher and pupil. It is clearly within the mental capacity of pupils who can master the problems of Algebra.

Fourth,—If education is not a gift to the individual, but an absolute necessity to the country, as we have seen, is there any question that the people of every part of the country should be educated? If the Southern States will not, or cannot, provide education for all classes of their youth, then at least moral force should be plied to push them to do it, and if needed, then material aid. The country has conscripted heads of families and other precious material from the North to save the life of that portion of her great body. But before her people can become a part of civilized society, has she not to educate the ignorance out of the heads of blacks and whites alike?

Fifth,—We have seen the life of the nation endangered by bold attacks of men acting under the influence of mistaken principles, and supported by the ignorant and passionate masses of one section of the country. The most precious wealth of the country was then poured out to save it. The best talent of the country rejoiced to make sacrifices to rescue the

country in that hot emergency. No man felt himself too good to lend his counsel and his effort. But the danger that would have resulted from withdrawing the armies from the South, and permitting the erring sisters to wallow in a slavery civilization, was not half so great as would be that of apathy regarding this pillar of strength and beauty on which our State and civilization rest. The teachers of the future must be, and must be encouraged to be, the best disciplined, the most intelligent, the most patriotic, and the most excellent men and women in the land.

The best men in the land must find their way to our educational council rooms, and must be kept there to manage this all-important interest.

Great emergencies and pressing dangers have great power to arouse forces to repel these dangers. But patriotism is as sublime a virtue among the more insidious, which are often the more imminent dangers of peaceful times. The greatest danger may now come from the sophisms of the gray-bearded man of means, who insinuates into his neighbor's ear the equal injustice of taxing him to educate his neighbor's child as to tax him to clothe them. The great needs of the country are thorough and deep convictions based on such a thorough study of our political system as will broaden their views of this system and lead men to feel the importance of sacrifice to such mighty forces for good as that of human culture. We have had, and probably now have, many noble examples of these men of deep convictions. Their presence in every community is the great want of the day.

Mr. Gladstone has summed up the political situation of the two great English-speaking nations: "In other lands and ages, Government is founded on the power of an arm to enforce law and order. Among these two peoples, constitutions and laws are the expression of right reason, so far as this is developed in the minds of the people. The very power of the Government to secure obedience, lies in its conformity to this reason as perceived by the people. Legislators must not only *have* reasons for the enactment of laws; they must be able to *give* such reasons as may be generally seen to conform to the average conception of what is reasonable and proper. Hence, also, in proportion as the perception of reason—in other words, in proportion as sound intelligence advances, will progress in legislation and in institutions be possible in these countries, and only so far."

Wise financiers and Christian statesmen, are thus on the one hand weighted with the inertia of an ignorant people *against* their wisest schemes, but on the other hand they are furnished with the zeal and the accumulated momentum of a great intelligent people in *favor* of these schemes, in proportion as a sufficient majority of these people have their reason undeveloped or developed. These conditions cannot now be escaped.

This paper was discussed by President E. E. White, of Purdue University, Lafayette, Indiana.

On motion of Sup't John Hancock, E. H. Cook read the following letter from Dr. Thomas C. Mendenhall, Professor in the University at Tokio, Japan:

EDUCATION IN JAPAN.

The educational world at large has been justly astonished at the numerous changes and reforms that have been made in the educational systems of Japan within the last ten years. It can safely be said that in this, as in many other affairs, of greater or less importance, the peaceful revolution which has taken place here within that time has no parallel in the history of the world. The great strides made by this people until recently so isolated from the rest of the world, have largely become matters of common information and I can only hope by calling attention more particularly to the educational progress of the country to interest or instruct the members of the Ohio State Teachers' Association. Such a sketch must needs be brief and only the leading features of the subject can be touched upon. That the present situation may be the better understood it will be necessary to refer to the earlier educational history of the country, for the history of education in Japan must cover many centuries of time. A few facts that have been tolerably well settled by Japanese historians will doubtless be of interest and for these I am principally indebted to an excellent series of papers on Education in Japan prepared by the Educational Department for the Philadelphia International Exhibition.

The introduction of letters into Japan dates back to as early a day as about 100 B. C. By this I mean the use of characters by means of which a written language was formed and a literature became possible. For this great gift Japan is indebted to Corea. In the earliest times literature, learning, and men of learning came to Japan from both Corea and China, but as has so frequently happened in the history of nations she has now outstripped them in her progress towards what is generally recognized as the highest civilization. For some hundreds of years she continued to employ persons eminent for their learning in these countries to teach the arts and sciences as they were then known. In this way was introduced at a very early period the art of pottery for skill in which the workmen of Japan are now so distinguished. Music is said to have thus reached her shores about 450 A. D., at which time a musician was brought from Corea, although music in a ruder form must have existed in the country at an earlier date. Among the sciences, so called, that of medicine also came from Corea—professors of medicine as well as of astrology, divination, and almanac-making having been sent from that country. Some knowledge of geography was also obtained from the same source. An observatory was established and also a University in which instruction was given in Chinese characters and history as well as in music, medicine, astronomy, etc., as early as about 700 A. D. The Imperial University in which the writer is now engaged is a lineal descendant of this venerable Institution, although it has passed through many long periods of masterly inactivity. In regard to the matter of learning and the learned there were some customs that prevailed in those olden times that might be worthy of imita-

tion to-day. It was the custom to reward scholars and those who devoted their lives to the acquisition of learning in various ways. As early as 500 A. D. an Imperial Edict was issued declaring that the selection of men for the public service should be made to depend on their integrity and learning and thus civil-service reform is shown to be no new thing.

Persons who taught and thus aided in the diffusion of knowledge were rewarded by an annual gift of from 50 to 200 bundles of rice in the straw. Afterwards it was decreed that when any scholar received a government appointment he should donate his first year's salary to his teacher, and this was again modified so that he was obliged to bestow one-tenth of his salary upon his teacher as long as he lived. The thirst for knowledge spread rapidly and many private schools were founded by the Daimios or Princes of Japan. Throughout the feudal times much attention was given to learning and the successive Sho-guns or "Tycoons" as they are called by Western writers were liberal patrons of the sciences and arts. It should be remembered that during all of this time the educational efforts of the government were confined to the higher classes or Samurai—the great masses of the people being left to help themselves; and to their credit it ought to be said that they established and maintained schools of their own in which their children received instruction in the more elementary Chinese characters and in the art of computing by the "Sorobau." The almost absolute non-intercourse with other nations to which Japan adhered during this entire period prevented the introduction of what was and is still known as Western learning except to the small extent to which it found its way into the country through the Dutch who were for a long time granted limited trading privileges. The education of the young Samurai was therefore of a very limited and peculiar kind. From young men, now my pupils, who began their education under that system I have gained some knowledge of this early training. The school generally assembled at a very early hour—during most of the year at five o'clock in the morning. Some time was spent in listening to an address from one of the principal teachers, often concerning morals or some doctrine of Confucius whose teachings have always been highly regarded here, many schools having been founded in his name. After this several hours were spent in learning to write and understand Chinese characters and in reading Japanese and Chinese history and certain books known as Chinese Classics. It should be understood that the spoken language in Japan is entirely different from the written language. Chinese characters were early understood and have been retained although their meaning has in many cases been modified or extended and often new meanings applied. An ordinary scholar must know at least five thousand of these characters and as many as ten thousand are necessary to enable him to make any pretensions to learning. Thus it will be seen that a vast amount of time must be wasted in the education of the Japanese youth and their men of intelligence all admit that the written language in which their history and literature is bound up, is the heaviest load they have to carry. After these exercises which constituted the literary part of their training, the next few hours were given to the cultivation of physical strength and skill, which were matters of the greatest importance since these young men were, in

the main, to spend their lives as the retainers and defenders of daimios or Princes to whom they were attached. In these exercises they learned the use of the sword—and fencing with this dangerous-looking two-handed weapon was carried to great perfection. They were also taught to use the spear, the bow and arrow, and to ride horses.

In this way the school day was passed. What we consider the essential elements of primary instruction were not taught in these schools. Arithmetic, especially, was despised as being only fit for tradesmen and farmers and if a young fellow were to show any familiarity with the art of computing he would lose caste with his companions. These facts will convey some idea of the condition of education in the country up to the time of the overthrow of the Sho-gun or Tycoon, and the restoration of the Mikado to the full control of the government of which he had been for centuries deprived. Many volumes would be required to tell of the changes that have taken place here within the ten or twelve years that have elapsed since that important event. In educational matters, alone, enough reforms have been instituted to make a nation famous. A brief reference to the most important of these must suffice. A National Department or Bureau of Education has been established. A careful and thorough investigation of the best systems of public instruction in Europe and America was made by Mr. Tanaka Fujimaro, Senior Vice Minister of Education, and manager of the Educational Department, who spent several years in the personal inspection and examination of these systems. As far as possible all that could be made applicable to the conditions and wants of the country was taken from these systems to form the educational system of Japan. Many of the peculiarities of the old system have been rejected, especially its exclusiveness, and the schools are now public schools. The courses of study have been remodelled and made to conform more nearly with those of Western nations. The young Samurai no longer wears his two swords and he no longer needs to spend an hour or two every day in learning their use. The military and the civil departments are entirely distinct and there is no longer a necessity for making the use of arms a part of an elementary education. Instead of these things have been substituted arithmetic, geography, history, drawing, and the natural sciences. A large number of text-books have been prepared and many translations from foreign languages made. Many school buildings have been erected and much money expended for maps, charts, apparatus, and materials for object instruction. A large Educational Museum has been erected and filled with specimens and collections of all the materials that have to do with primary education. I am certain that the like of it is not to be found in America although its importance and value cannot be questioned. A number of well-equipped and well-managed Normal and Training Schools have been established and are filled with representatives of both sexes who are being educated for professional teachers. The progress in higher education has been fully as great. I might particularly point to the establishment of special schools on a scale which is hardly equalled in any other country in the world. A number of institutions for higher instruction are maintained in various parts of the empire. The Imperial University at the capital, in the matter of library, equipment, and general resources,

will not suffer by a comparison with many widely-known institutions. Facts represented numerically are generally esteemed to be dry facts but they are sometimes more expressive in that garb than otherwise, so I venture to go into figures to a very limited extent in the further illustration of what I have said. I quote from the latest report of the Department of Education which I have at hand and I shall lessen the punishment which statistics invariably inflict, by stating the facts, generally in "round numbers." From this report, which is two years old, I learn that the number of children being educated in the public schools of Japan was over 2,000,000, and that one teacher is employed for each 40 pupils. Over 100 Elementary Normal Schools and 2 Normal Colleges have been established, the Elementary Normal Schools having already furnished nearly 10,000 teachers for the public schools. The course of study in these Elementary Normal Schools "comprehends history, geography, mathematics, physics, chemistry, natural history, moral philosophy, political economy, physiology, bookkeeping, composition, pedagogics, practice in teaching, hygiene, singing, gymnastics, etc." In a few schools logic and the elements of the English language are added. In one year over \$6,000,000 were spent in the support of the schools, and the value of school property is estimated at over \$10,000,000, of which nearly \$1,000,000 is charged to school apparatus.

The public library which was opened in this city only three or four years ago, contains 75,000 volumes of which about 15,000 are European books, the remainder being Chinese and Japanese. The amount expended annually for the Imperial University is considerably more than \$100,000. These facts will partially represent the magnitude of the educational operations in a country which cannot be called rich and in which the average *yearly* salary of the teacher is \$45.00!! Only a few days ago I visited the Normal College located in the Capital, and I could not but experience both surprise and pleasure at what I saw. The Normal College is for the education of teachers for the middle and high schools and there is a model school in connection with it. It is under the efficient management of Mr. Isawa and Mr. Takamini, two young men who have received a thorough preparation for their work in America. As regards extent of buildings, grounds, appliances for instruction, and the like, I am sorry to say the great State of Ohio has nothing to compare with it. Here you can see the newest forms of school apparatus; the latest models and charts, globes, and maps; the gymnasium, the drawing-room and music-room, and innumerable bright-eyed and good-natured students for whom all these things are. I passed through several rooms of the model school, beginning at the lowest grade where the tiniest little fellows were busily engaged in making huge Chinese characters with thick brushes, and ink-stone near by. As I passed through them, examining their work, I was astonished to observe that they did not seem to be in the least disturbed or disconcerted by the presence of strangers. As we entered each room (I was accompanied by one of the managers of the school) the little fellows all rose to their feet and made a polite bow in perfect unison and then taking their seats continued their work without giving us any further attention. I also saw some exercises in drawing that indicated a good be-

ginning in that direction. When I reflect that all of these things, and many more that I must not take time even to mention, have been accomplished in such a brief period of time I cannot but esteem the great energy and intelligence exhibited by the clear-headed and far-sighted men who have controlled affairs in Japan during the past ten years.

Tokio, Japan, May 12, 1879.

The Hon. J. J. Burns, President of the Ungraded-School Section, made the following report :

REPORT OF THE HON. J. J. BURNS.

It has passed into the history of educational organization in Ohio, that at the annual session of the Ohio Teachers' Association in July of 1878, a small number of teachers gathered in that place of pleasant memories, the assembly room at Put-in-Bay, peace to its ashes! and having organized by electing proper officers resolved to ask for admission into the union as the "Ungraded-School Section" of the Ohio Teachers' Association, that the request was granted on condition of financial independence—in other words the new member of the family was to furnish his own bed and board. That on the evening of the 4th of July, in that same assembly room a plan for a campaign in behalf of our country schools was thought out and adopted.

The organization was effected by the election of a president, a vice-president for each Congressional District, a secretary and treasurer, and an Executive Committee, and the plan for work, approved by all, was for each vice-president in his own district and in his own way to call the attention of the people to the defects in our school system and the remedies of those defects, and to give a practical turn to their efforts by bringing to the attention of members of the General Assembly the merits of the cause and the desire of the people for proper legislation.

August 15th, pursuant to instruction of the section, a circular was prepared by Superintendent R. W. Stevenson and the State Commissioner, and issued from the Commissioner's office.

The objects of this circular were: first, to catch the eye of the gentlemen who were not aware of their election as vice-presidents, and urge all these to establish recruiting offices throughout their districts and open the campaign without delay; second, to formulate the ideas of the section in regard to what should be fought for, very briefly outlining a better township organization and a system of county supervision.

During the summer institutes and fall associations these topics were held prominently up for discussion. Of these vice-presidents quite a number went to work with a will; a few are yet to hear from. In many districts educational conventions were called and held, and, if numbers, enthusiasm, and animated discussions tending, in the main, toward the one solution of our rural-school problem constitute success, these meetings were successful. And they were not schoolmasters' gatherings exclusively. True, the teacher was there, but so, often, was the director, the member

of the Board, the lawyer, minister, editor, farmer, members of the General Assembly, and upon one occasion the Governor of the State.

At these conventions delegates were appointed to attend a grand mass convention to be held at Columbus about the holidays. These delegates were very commonly selected from outside the teachers' ranks.

Hundreds of copies of a petition to the General Assembly, "for the passage of a law which shall give to each county of the State such supervision of its school affairs as shall effectually correct the evils which now cripple them," were sent out to these conventions to be distributed among the people with the hope that they would be "presented to the people of the State, especially to the inhabitants of the rural districts, with a few well-chosen words showing the economy, the wisdom, the necessity," of some plan of supervision, and that numerously signed, they would find their way to the legislative chambers, made eloquent with the signatures of tens of thousands of those who read, and think, and vote. This vision, I say, was seen by the eye of faith, through an atmosphere of earnest desire and reasonable expectation. Our castle in Spain was papered with those autographs. Alas! perhaps they are doing service there yet, for only a poor fraction ever came back.

January 10th and 11th, the mass convention looked forward to for months by the friends of ungraded-school reform, was held in Columbus. In spite of the severely-cold weather and the throng of business on the hands of school men, the convention was by no means a failure on the score of numbers. It is true that the attendance was composed chiefly of school teachers, and that perhaps a majority of these were not teachers in the rural districts; and it is true also that certain critics claimed that they saw in this a basis for the charge that the convention was "packed." We know the meaning of this epithet from the vocabulary of the political Philistine, and indignantly deny the charge. The school man was there because his zeal in a good work brought him. If other men were absent it was not because they had not urgent, and sincere, and repeated invitations to come. I shall never sufficiently admire the quiet, unrepining patience with which the charge made in some of the public prints, of interested, selfish motives on the part of those favoring the objects of the movement were borne. I fear I shall never admire it. Marmion's oft-quoted remarks to Lord Angus would have been not far out of the way. But as to the Convention itself. The Executive Committee thought it best to arrange a programme, promising addresses from several prominent gentlemen of other professions. The leading discourse of the evening session in the hall of the House of Representatives was made by Hon. Daniel Worley, chairman of the House Committee on Schools, and author of a bill just ready to be submitted creating the office of county superintendent. He was followed by Messrs. Tuttle, A. Ellis, S. H. Ellis, of the State Grange, Tappan, Cook, Oakes, Peaslee, Wean, Taylor, Cole, Hunter, and Kirkwood.

These speakers were all in favor of the passage of the bill establishing county supervision, excepting Mr. Taylor. It should here be said that it had some time before been thought prudent to press but one subject at the present session of the Legislature, and the topic of township-district organization had been left out of sight.

Mr. Taylor made an earnest speech, substituting ridicule for argument, and rather plainly for a time had the popular breeze in his sails. A large number of members of the General Assembly were present and giving interested attention, and while the tide was against their cause the convention made the great mistake of adjourning.

The next day, away from the field of strife, we again planted our standard and had a pleasant session, and passed a well-written, comprehensive set of principles, "earnestly recommending" the adoption of a system of responsible supervision in every county of the State. A committee was appointed by the convention, consisting of Alston Ellis, John Hancock, and Charles W. Oakes, "to prepare a circular convenient for distribution setting forth the necessity of immediate legislative action in behalf of rural schools, and indicating and advocating those reforms that are most needed." The convention then adjourned without day.

Not long afterward this committee carried out the purpose of its appointment and printed an able pamphlet, presenting in clear and forcible language just such information regarding the workings of our school system as school patrons and tax-payers should read with appreciation.

The masterly address of Superintendent W. W. Ross was also published in pamphlet form. Other addresses and articles on the theme found their way into type. The literature of the campaign was abundant and not unworthy of the cause.

The convention having been, so far as I am informed, the last gathering of the friends of county supervision—certainly the culmination of the star of its fortunes, so far as the Sixty-third General Assembly is concerned—a brief inquiry into its results and those of the general movement is in place. "Results," I think I hear some one echo, with a bend in the middle of the word.

It cannot be claimed to have been attended with results in the line of legislation, nor in that of preventing the passage of laws adverse to our system of schools. With the exception of the text-book complaint, now grown chronic, there was no disorder of a schoolaphobic nature, seriously threatening to become contagious.

In my opinion, it was worth more than it cost, to rouse the attention of the people to the condition of our rural schools. It is claimed that the subject was discussed more generally than ever before; and light is what is needed. We believe that if the people throughout Ohio could be brought to comprehend fully this subject they would be with us in sentiment, and we had no desire to attempt the urging of the measure by any other stimuli to legislation than facts and arguments. What those petitions might have accomplished I cannot say with certainty. "Might have" are called by the poet "sad words." A conviction that a bill creating the office of County Superintendent could not pass the General Assembly was the result of conversing with many members thereof, and the advice of prominent friends of the measure was, in that case, not to press it to a vote—that the thing would have less life in it after it had been buried under a heavy majority. I concurred in the opinion, at the time, but am not sure now whether it would have made any difference. Opponents regard the bill as defeated at any rate, and the busy public do not discrim-

inate very sharply. To them it is a measure talked about, a measure not bodied forth into a law.

Another result of this campaign was the discovery of the truth that large numbers of the teachers in country districts are not in favor of supervision, and that this opposition, while more prevalent among those most in need of it, is not restricted to them.

Another result was the discovery that certain persons, comparing the best fruits of the country with the average of the town, infer at once the superiority of the country schools, forget to give due credit, or any credit, to the educating influence, the disciplinary power of labor and responsibility. As the farmer's son learns to care for the stock, to guide the team in the furrow, to do business errands in the neighboring town, there is a supplement to his school training which his city cousin, much to his detriment, cannot usually enjoy. The best primary schools in the land should be those of the rural districts, but a great cloud of witnesses attest that that is not their comparative condition. It would be throwing away words to discuss this subject here.

Another result of the lively mootings of the advisability of adding county supervision to our school machinery, was the discovery of the radically-different conclusions to which witnesses had come, who had observed the workings of this arm of the service in other States; and specimens of fruit they brought with them afforded as great variety as the sour fruits probably described by the first scouts, the real grapes of Eschol, and that whole-souled bunch which looked so tempting in the Sunday-school book of my boyhood, as astride of a stout pole it rode along in triumph on the weary shoulders of Caleb and Joshua.

This difference is not difficult of explanation on grounds consistent with an attempt at fairness on the part of those who testify. No one supposes that the system in Pennsylvania or Indiana is a harmonic whole, producing the same results at all points. Even if this were its condition, opportunities for observing are not the same, and witnesses view things through different eyes—the lens more or less convex, the *blind spot* more or less fully developed.

But here was one cause of the failure of our attempt. It seemed idle to quote to the average man from Newton Bateman, J. H. Smart, or J. P. Wickersham, when John Docet, who now teaches some place in the county, had been to Illinois, Indiana, or Pennsylvania, had taken a comprehensive tour through a district or two, and knew all about the workings of the educational system of the State. If some prominent worker, in behalf of the measure, gave his experience as a teacher in a State where there is supervision of the rural schools, his testimony must be taken *cum grano salis*, because, of course, he was aiming at achieving a county superintendency for himself—feathering his nest, so to speak, with stones torn from the very foundation of our grand common-school system.

One other cause of the apparently-barren issue of our plan was the outcry raised against the creation of any more offices. That was the heavy-gun battery of the opposition. It drowned the voice of calm argument. A favorite battle-cry from the same ranks was, "you are wanting to run the schools into politics." It certainly would be a serious evil to

transfer our schools into the list of spoils to be carried off by the victor in a contest between political parties.

But I feel assured that to do so was no part of the desire of those who advocated county supervision; indeed, to guard against it was their earnest intent. The plan proposed more carefully provided against what people mean when they speak of "carrying anything into politics" than the basis of organization of any other institution among us.

A large share of the failure is after all to be attributed to the surrender of the cause, the giving over of further effort after our convention. But from two or three counties did a single petition come in after that crisis, and from not many more before it. The lesson of the "impudent widow" seemed all lost.

I have spent this time in taking a candid look at the past, for reports have to do with things done, in order to strive after some conclusions as to what should be done in the future. We, as teachers, have not been all our lives exhorting others to perseverance now to sit down with folded hands and lament with Mrs. Gummidge that "everything goes contrary."

In what special line we shall direct our efforts, is the question which, as conscientious workmen, we must answer. I have not the presumption to attempt an answer to it, but am willing to devote myself to aid whatever branch of school progress the wisdom of the teachers of Ohio may determine to undertake, without stopping to count the personal cost to myself. One thing, I think, was proved—that but one important measure should be attempted at a time. By a different course, the ranks of our positive opponents are increased, and our own forces scattered over too much territory.

The effort to cause the people to favor county supervision was met by the cry: "You are trying to take the control of our own schools out of the hands of the local directors, whom we choose to keep these institutions under their watchful eye, and give it to a distant tribunal called a 'Township Board of Education.'"

When we asked for a better system of rural-school management, persons who might have looked with favor at an attempted remedy of certain admitted defects, met us with: "But you want to establish eighty-eight new offices." And forthwith, a possible or impossible salary was multiplied by eighty-eight, and as the eye opened to take in the huge proportions of the product, the hand instinctively closed around the pocket-book, and the argument ended. Of course I do not mean that this drama was always enacted when this subject was presented, for many persons are in favor of both steps forward and many oppose both, but many favor one who decidedly object to the other. While the State Grange in convention passed resolutions promising support to both measures, conversation with members showed me that they were much more fervent believers in the township-district scheme than in county supervision.

Under the workings of a recent law, very much facilitating the formation of special school districts, the outlook in the rural districts is not promising. The poorer sections of a township may be cut off from the advantages heretofore derived from the union with the more wealthy sections, and have to depend on their own limited resources, with the aid obtained

from the State, and after the next Federal census and re-valuation of property the amount thus received from State tax will be materially diminished.

I believe that the subject of reform in the system of organizing and conducting our township schools, is the topic now calling loudest for attention from the friends of the Ohio free-school system.

This report was discussed by John Hancock, Alston Ellis, J. W. Hunter, L. D. Brown, U. T. Curran, W. H. Cole, and Professor Tuckerman.

An invitation was received from the Cleveland-Leader Company, to visit their rooms. On motion the invitation, was accepted with thanks.

R. W. Stevenson, of Columbus, submitted the financial report of the Ungraded-School Section.

On motion the report was adopted.

On motion by W. H. Cole, "The ways and means of advancing county supervision" was referred to the executive committee of the Ungraded-School Section.

The committee on the nomination of officers for the Ungraded-School Section, made the following report:

For President, J. J. Burns.

Vice-Presidents,

1st District, A. B. Johnson.

2d " C. S. Fay.

3d " L. D. Brown.

4th " W. H. Cole.

5th " Van B. Baker.

6th " Geo. W. Walker.

7th " W. W. Ross.

8th " J. W. Knott.

9th " John P. Patterson.

10th " H. S. Doggett.

11th " H. S. Doggett.

12th " Wm. Richardson.

13th " J. M. Goodspeed.

14th " H. A. Axline.

15th " E. H. Henry.

16th " E. A. Jones.

17th " H. M. Parker.

18th " J. L. McDonald.

19th " E. F. Moulton.

20th " M. A. Sprague.

Executive Committee,

W. H. Cole,

W. J. White,

J. C. Hartzler.

The report of the committee was adopted, and the chairman of the Ungraded-School Section was authorized to fill all official vacancies.

The President appointed the following committee on the formation of an Ohio Teachers' College: W. D. Henkle, Thomas W. Harvey, John Hancock, D. F. De Wolf, A. J. Rickoff, R. McMillan, and Eli T. Tappan.

Superintendent John Hancock, of Dayton, the President of the National Educational Association, extended an invitation to the Ohio teachers to be present at the meeting to be held in Philadelphia during the last week of July, 1879.

The committee on the nomination of officers for the General Association, made the following report:

For President, Reuben McMillan.

1st Vice-President, W. J. White.

2d " J. H. Lehman.

3d " Lydia D. Adair.

4th " J. W. Mackinnon.

5th " D. D. Pickett.

Secretary, H. S. Doggett.

Treasurer, A. G. Farr.

Executive Committee, G. W. Walker,
M. S. Campbell.

Committee on employment of Teachers,

J. J. Burns,

A. B. Johnson,

H. H. Wright.

The Committee on Resolutions reported through Mr. S. Findlay, of Akron, as follows:

RESOLVED, That the thanks of this Association are due and are tendered, first, to the citizens of Cleveland for the use of the Opera House in which our sessions have been held, and for the courteous and hearty reception extended to the Association; second, to the Cleveland Herald, Leader, and Plain Dealer, for full and accurate reports of the proceedings, and for the complimentary terms in which they have characterized the Association and its proceedings; third, to the hotels of Cleveland for reduced rates, and to the Lake-Shore & Michigan-Southern, Cleveland, Columbus, Cincinnati & Indianapolis and Hocking-Valley Railroad Companies for like courtesy; fourth, to the officers of the Association for faithfulness and efficiency in the discharge of their duties.

In accordance with a time-honored custom, the Association adjourned after singing the Long-metre Doxology.

L. D. BROWN,
Secretary.

The following concluding remarks were accidentally omitted last month from Judson Smith's paper on "Classics in the Public Schools."

"In conclusion, the reasons here given for the study of the classics in the Public Schools would hold if they were not to be studied any further. But the true aim of the Public Schools should be to prepare candidates for the training of the Colleges. They would in this way serve best the ends they ought to seek. These two classes of institutions are parts, equally essential parts, of the American Educational system. They have common interests, and serve a common end. Together they train manhood, guard the home, defend the State, and prepare the better age that is to be."

By some misunderstanding as to whom papers and discussions should be handed, we received them from a variety of sources. This accounts for the omission of the following remarks of W. H. Cole from the proper place in the discussion of the topics given below:

ON THE MINIMUM SCHOOL AGE.

Education may be regarded as an *investment*, on long time, well secured, and yielding large dividends. The sooner the investment is made, and the longer it has to run, the better it will pay. If, then, children can be profitably employed at school between the ages of four and six years—years when they cannot attend our public schools by the present laws of Ohio—much may be gained. We believe that some system of primary schools can and will be devised which will make the education of children at this early age not only possible but profitable.

The kindergarten is too expensive for the smaller towns, or it would answer admirably. Who will give us such schools as we need? Schools in which children shall be taught the important lesson—the basal element of success in all school work, indeed we may say in the work of life—concentration of mind and consecutiveness of action—*finishing* what is begun; things which the child does not accomplish at ordinary play, but things which he might be taught to accomplish between the ages of four and six years, in a properly-conducted school, and so be ready for much better and much more work in the primary schools as now constituted. Let these schools have half-day sessions, and one teacher might easily look after twenty to thirty at each session, and the expense not be greater than that of the ordinary primary school. Not only valuable lessons might be taught and time saved, but the formation of vicious habits prevented, and weary and overworked mothers greatly relieved.

ON THE HINSDALE-RICKOFF DISCUSSION.

MR. PRESIDENT:—On the charge of poor spelling made in this discussion as against the modern graded school and better spelling, in favor of the old ungraded system, we have some facts to submit to the opposition. In 1874-5 we had the "spelling-match" mania which swept like a tidal wave over the country. In these "matches" the old and the young participated—those educated under the former dispensation together with those receiving their instruction in the modern graded school with its full "kit

of methods," and the young quite as frequently bore off the palm as the old.

A report upon this subject published in the *Ohio Educational Monthly* at the time showed conclusively in the facts therein presented that spelling of pupils as now taught is not only as good but better than the spelling of those taught in the schools of fifty years ago.

In regard to the platoon, company and regimental drill argument as against the modern graded school, it looks and sounds better than it is. If pupils are handled in classes it does not follow that *individual* instruction must be ignored. Does not the pupil in the modern platoon receive quite as much individual personal attention as the pupil in the ungraded school?

ON CHARACTER CULTURE.

It seems to me that too much cannot be said, if it leads to watchfulness on the part of teachers, upon the subject of the quiet, silent influences of the methods and practices of the schoolroom upon the formation of character in the pupils. Habits of cheating in study, recitations, and examinations are frequently practiced on the part of pupils, with little or no effort on the part of teachers to prevent it. Such things cannot be long indulged in without blunting the moral sensibilities. It should be quite as much a subject of study how not to lead pupils into temptation to cheat at recitation and examination as how to impart instruction.

Let teachers be more watchful and careful upon this subject, let methods be adopted and practices be indulged in free from questionable honesty, and in future we shall have greater honesty in business, and more virtue in public life. While all dishonesty among men cannot justly be charged to the public schools, we need to see to it that our skirts are clear as teachers and that no smell of fire be found upon our garments.

The following Annual Report of the Treasurer was read and adopted:—

RECEIPTS FOR THE YEAR:

Cash on hand at last meeting,	- - -	\$ 39 80
Membership fees, 1878,	- - -	202 50
Sale of Bound Vols. of Proceedings,	- - -	50 00
		<hr/>
		\$292 30

EXPENDITURES FOR THE YEAR:

Copying names,	- - -	\$ 1 00
Printing, Postage, Com. on H. S.,	- - -	5 65
Expense of Pres. Payne's Address,	- - -	19 00
Secretary of Ex. Com., Stationery, etc.,	- - -	11 20
Expenses of Moses T. Brown,	- - -	2 00
W. D. Henkle, Printing Programmes, Tickets and Pro-		93 75
ceedings for 1878,	- - -	
Expenses of Executive Committee Jan. 10, 1878,	- -	65 60
		<hr/>
		\$198 20

Balance on hand, \$94 10.

**NAMES OF THOSE PAYING ANNUAL MEMBERSHIP FEE OF THE
OHIO TEACHERS' ASSOCIATION,
CLEVELAND, 1879.**

1. G. W. Walker, Lima.
2. T. C. Flanagan, Pomeroy.
3. A. J. Willoughby, Dayton.
4. Hiram Sapp, Wadsworth.
5. H. F. Derr, Hudson.
6. S. H. Short, Columbus.
7. D. H. Moore, Cincinnati.
8. Geo. Long, Troy.
9. J. M. Goodspeed, Athens.
10. J. H. Brenneman, Columbus.
11. Frank A. Aborn, Cleveland.
12. H. H. Fick, Cincinnati.
13. G. W. McGinnis, Columbian.
14. Miss Margaret Boyd, Athens.
15. Miss Kate Boyd, Athens.
16. E. B. Cox, Piketon.
17. Miss Laura Holtz, Ottawa.
18. W. R. Wean, Wellington.
19. J. A. Cobban, Wakeman.
20. U. T. Curran, Sandusky.
21. W. W. Wallace, Wooster.
22. Miss Mary A. Wallace, Wooster.
23. R. L. Allbritain, Gambier.
24. A. B. Johnson, Avondale.
25. A. F. West, Cincinnati.
26. L. O. Purdue, McArthur.
27. J. F. Lukens, Lebanon.
28. T. A. Pollok, Miamiburgh.
29. H. N. Mertz, Steubenville.
30. W. M. Friesner, Portsmouth.
31. L. L. Campbell, Mineral Ridge.
32. William Thomas, Palmyra.
33. James Burrier, Hanover.
34. H. S. Doggett, Hillsborough.
35. Samuel Major, Greenfield.
36. L. D. Brown, Hamilton.
37. C. F. W. Kronemeier, Kent.
38. A. B. Stutzman, Kent.
39. J. A. Martin, W. Salem, Wayne, Co.
40. E. E. Spalding, Gallipolis.
41. E. C. Moore, Columbus.
42. Thos. W. Harvey, Painesville.
43. W. J. White, Springfield.
44. I. M. Taggart, Canal Fulton.
45. W. Flagler, Yellow Springs.
46. Alston Ellis, Columbus.
47. A. J. Michael, Youngstown.
48. M. S. Turrill, Cincinnati.
49. S. F. De Ford, Ottawa.
50. Alvan Smith, Brooklyn Village.
51. Horace Smith, Mt. Vernon.
52. Henry Whithworth, Bellfontaine.
53. C. W. Butler, Bellefontaine.
54. H. P. Ufford, Chillicothe.
55. J. H. Mackey, Cambridge. [sey Co.
56. J. W. Hunter, Washington, Guern-
57. W. H. Begg, Columbus Grove.
58. G. A. Light, Columbus Grove.
59. D. F. De Wolf, Hudson.
60. J. Welty, New Philadelphia.
61. J. H. Lehman, Canton.
62. Miss Ida C. Allen, Elyria.
63. E. H. Cook, Columbus.
64. Miss A. L. Coborn, Columbus.
65. Miss A. S. Edwards, Columbus.
66. Reuben McMillan, Youngstown.
67. G. L. McMillan, Norwalk.
68. Ell T. Tappan, Gambier.
69. H. J. Clark, Oberlin.
70. Miss Kate Deterly, Columbus.
71. Miss Ella M. Farhart, Columbus.
72. Miss Jennie M. Farhart, Columbus.
73. L. A. Knight, Cincinnati.
74. G. A. Fraunber, Columbus.
75. A. D. Wilt, Dayton.
76. H. L. Peck, Garrettsville.
77. A. W. Williamson, Mt. Washington.
78. F. A. Wilcox, Glenville.
79. Henry F. Clark, Cincinnati.
80. B. A. Hinsdale, Hiram.
81. A. E. Gladding, Richwood.
82. A. H. Welsh, Columbus.
83. R. W. Stevenson, Columbus.
84. J. E. Sater, Wauseon.
85. Wm. H. C. Newington, Aurora.
86. A. H. Tuttle, Columbus.
87. A. G. Farr, Columbus.
88. James B. Irvin, Dayton.
89. Mrs. Mary Irvin, Dayton.
90. W. H. Dressler, Alliance.
91. F. M. Ginn, Clyde.
92. C. B. Ruggles, Cleveland.
93. O. G. Wilson, Cincinnati.
94. E. W. Coy, Cincinnati.
95. R. H. Kinnison, Jackson.
96. J. S. Lowe, Shelby.
97. G. W. Burns, Cincinnati.
98. W. W. Leonard, Mansfield.
99. C. W. Carroll, Chardon.
100. Ross Portier, Cincinnati.
101. Abbie Keene, Cincinnati.
102. John Ogden, Worthington.
103. C. W. Williamson, Wapakoneta.
104. M. J. Hartley, Xenia.
105. T. H. Bulla, Niles.
106. S. G. Cosgrove, Brooklyn.
107. D. D. Pickett, Ravenna.
108. J. C. Kinney, Norwalk.
109. E. M. Avery, Cleveland.
110. D. J. Snyder, Reynoldsburg.
111. C. J. Chase, Leroy.
112. J. M. Withrow, Eaton.
113. E. W. Chase, Pomeroy.
114. Miss Rebecca Sample, Coshocton.
115. Miss Sarah Sample, Coshocton.
116. W. T. Platt, Findlay.
117. Miss Beesle Cant, Lima.
118. Mrs. T. Carnahan, Newcomerstown.
119. Miss Anna C. Robb, Lima.
120. F. G. Steele, Wooster.
121. Miss Anna Gidlings, Jefferson.
122. W. D. Henkle, Salem.
123. Mrs. Kate A. Henkle, Salem.
124. Miss Clara D. Henkle, Salem.
125. Miss Mollie Lloyd, Lima.
126. Miss Lottie Lloyd, Lima.
127. Miss Fannie Melly, Lima.
128. B. B. Hall, Tiffin.
129. G. W. Oyler, Cincinnati.
130. J. E. Baker, W. Cairo.
131. C. K. Wells, Marietta.
132. Samuel Findlay, Akron.
133. William Reece, Jamestown.
134. S. H. Herriman, Richfield.
135. Miss Alma F. Oyler, Cincinnati.
136. W. H. Cole, Marysville.
137. William Reeder, Lilly Chapel.
138. B. P. Hammit, College Hill.
139. Miss Silby Hammit, College Hill.
140. S. G. Stevens, Louisville, Ky.
141. M. T. Stevens, Louisville, Ky.
142. J. W. MacKinnon, London.
143. M. R. Andrews, Marietta.
144. P. L. McCreary, Evansville, Ind.
145. F. S. Fuson, Mechanicsburg.
146. J. J. Burns, Columbus.
147. C. W. Oakes, Norwalk.
148. F. P. Davidson, Springfield.
149. W. S. Hoskinson, Springfield.
150. A. E. Willcutt, Oberlin.
151. A. S. Hutchinson, Springfield.
152. Anna Rearden, Springfield.
153. R. Ayers, Louisburgh.
154. Miss Jennie Ayers, Louisburgh.

155. Miss Olivia Alderman, Lafayette.
 156. Miss Clara Conklin, Sidney. [Ind.
 157. Miss Emma Shaffer, Loudonville.
 158. Miss Satira Shaffer, Loudonville.
 159. Miss Mary L. Drake, Oberlin.
 160. Miss Metta V. Aldrich, N. Dover.
 161. Miss M. W. Sutherland, Steubenville.
 162. William Richardson, Chillicothe.
 163. J. A. Clark, Paddy's Run.
 164. Miss Lauretta Barnaby, Salem.
 165. Miss Lizzie M. Neill, Steubenville.
 166. Geo. S. Ormsby, Xenia.
 167. Miss Leona Whitney, Salem.
 168. T. J. Mitchell, Higginport.
 169. John Hancock, Dayton.
 170. F. Schnee, Mogadore.
 171. H. H. Wright, Oberlin.
 172. W. B. Comings, Medina.
 173. Wm. Hoover, Wapakoneta.
 174. Miss Rosa Hesse, Circleville.
 175. Miss Flora Hesse, Columbus.
 176. Miss Esther Widner, Dayton.
 177. Miss Louisa Draper, Steubenville.
 178. Miss Lizzie Parish, Steubenville.
 179. E. A. Jones, Massillon.
 180. Miss L. B. Weaver, Columbus.
 181. B. T. Jones, Akron.
 182. J. M. Greenslade, Bellevue.
 183. Miss Jennie Howard, Bellevue.
 184. F. G. Lee, Vermillion.
 185. A. T. Willes, Newport, Ky.
 186. Miss Ella Wilmot, Columbus.
 187. Miss Dora Cochran, Steubenville.
 188. Miss Rachel McCarel, Steubenville.
 189. D. P. Pratt, Bridgeport.
 190. A. M. Rowe, Steubenville.
 191. Miss Sallie Sisson, Gallipolis.
 192. Miss Emily Patterson, Sandusky.
 193. Miss Mary A. Pool, Sandusky.
 194. Miss Eliza Daugherty, Mansfield.
 195. Miss Mary Daugherty, Mansfield.
 196. Miss E. M. Cock, Canton.
 197. E. P. Bradbury, Gallipolis.
 198. E. E. White, Lafayette, Ind.
 199. E. F. Moulton, Warren.
 200. Mrs. J. C. Barney, Granville.
 201. J. C. Barney, Granville.
 202. J. Tuckerman, Austinburg.
 203. Jos. Rea, Newcomerstown.
 204. John W. Dowd, Troy.
 205. J. P. Treat, Geneva.
 206. M. S. Campbell, Youngstown.
 207. H. M. Parker, Elyria.
 208. G. N. Carruthers, Salem.
 209. Miss L. D. Adair, Chillicothe.
 210. Miss Lily Hills, Chillicothe.
 211. John B. Peaslee, Cincinnati.
 212. Miss L. T. Harvey, Uniontown.
 213. D. W. Matlock, Steubenville.
 214. W. H. Ray, Uhrichsville.
 215. J. P. Patterson, Washington C. H.
 216. S. A. Collins, Sandusky.
 217. J. W. Knott, Tiffin.
 218. J. C. Ridge, Cincinnati.
 219. W. G. Williams, Delaware.
 220. C. E. McVay, Mt. Healthy.
 221. E. J. Waring, Columbus.
 222. C. F. Dean, Ironton.
 223. H. G. Weity, Marion.
 224. J. L. Wright, Canal Dover. [Co-
 225. W. H. Rowlen, Martinsburg, Knox
 226. Miss Julia C. Silcox, Portsmouth.
 227. Wm. Doggett, Toledo.
 228. Miss Mary E. Cotton, Portsmouth.
 229. Miss Lizzie J. Cotton, Portsmouth.
 230. Chas. R. Shreve, Martin's Ferry.
 231. Thos. W. Shreve, Martin's Ferry.
 232. Mrs. M. B. Shreve, Martin's Ferry.
 233. Miss Cora McDonald, Salem.
 234. Miss Nellie McDonald, Salem.
 235. Miss E. M. McConnell, N. London.
 236. Miss Nellie Price, Columbus.
 237. A. G. Crouse, Findlay.
 238. E. R. Spires, Mt. Vernon.
 239. C. L. Loos, Dayton.
 240. Miss Anna M. Aplin, Cleveland.
 241. Miss Bettie Dutson, Cleveland.
 242. Miss Julia A. Hitchcock, Youngs-
 town.
 243. Geo. F. Brown, Terre Haute, Ind.
 244. John Bolton, Cleveland.
 245. Leven Siler, Eaton.
 246. W. S. Goodnough, Columbus.
 247. J. W. Zeller, Findlay.
 248. Miss Carrie Wendt, Columbus.
 249. Miss Augusta Becker, Columbus.
 250. Miss Mary Denig, Columbus.
 251. Miss Ellen Remmy, Columbus.
 252. E. P. Emers, W. Unity.
 253. J. A. I. Lowes, N. Richmond.
 254. Alex. Forbes, Cleveland.
 255. W. W. Ross, Fremont.
 256. A. J. Rickoff, Cleveland.
 257. Cash \$1.
 258. Cash \$1.

Whole number membership tickets
issued was 258.

IMPORTANT SCHOOL CASE.

"The case of Tucker vs. The Board of Education of the city of Pomeroy, tried at the late term of the Court of Common Pleas, was one of more than ordinary interest on account of the legal questions involved. The facts of the case are about as follows: The Board had made the study of drawing obligatory in all the schools—established it as part of the course of study. Mr. Wm. A. Tucker, a Deputy Marshal of the First Ward, did not wish his daughter Ida to study drawing and neglected and refused to provide her with the necessary blanks for the purpose. The Board first suspended the girl, and after her father persisted in his course expelled her from the school. She then, by her next friend, Wm. A. Tucker, brought suit against the Board for \$200 damages for being deprived of the privileges of the public schools of the city. The case was first tried before a Justice of the Peace who rendered a judgment for \$10 in favor of the plaintiff. The Board carried the case to the Court of Common Pleas, where it was tried before Judge Bradbury, and argued by F. C. Russell and J. U. Myers attorneys for the plaintiff, and by D. A. Russell and Ira Graham for defendants. The Court gave the plaintiff a judgment for \$35, holding that although the Board might prescribe a course of study and nothing outside of that could be introduced, yet it has no right to compel the pupil to pursue all the branches against the wishes of the parent. The defendants moved for a new trial, which was overruled; they then excepted and were allowed thirty days to prepare and file a bill of exceptions."—*Meigs-County Telegraph*, Nov. 12, 1879.

OFFICIAL DEPARTMENT.

Conducted by the Hon. J. J. BURNS, Columbus, Ohio.

It would be well for Executive Committees of Institutes to make a study of the law which governs them, or should govern them.

It is not unfrequently true that they do not make out the required Report within the time named in the statute; and are liable on their bond, for the neglect, in the sum of \$50.

It is the Auditor's duty to see that this report is made and brought to him for approval within the limit of time. It is the Prosecutor's duty to prosecute an action upon the bond when there has been a forfeiture.

The State has the right to require this report from the executive committee of each Institute, and a moral as well as a legal duty rests upon such committee. The two words, executive and committee, each have a definite meaning.

Particulars wherein the School Code, which goes into effect January 1, 1880, differs from the laws as they now stand:—

None of the much-desired steps forward are taken; but the law is improved in a number of minor matters, and will, I believe, prove much easier of comprehension, as all the statutes pertaining to a given head are moulded, or at least welded into one. The School Law is Part II., Title III. of Revised Statutes of Ohio, beginning with Section 3885 and ending with Section 4105. By reference to Sec. 3916, it may be seen that a director will hold his office "*from the day of his election*" and qualification, not from the Monday following.

Sec. 3928 requires "*mutual agreement at a joint meeting*" of the township boards of education, in order to form a joint sub-district. "*Mutual agreement*" implies consent of each board interested.

Sec. 3941 makes it part of the duty of the Commission appointed by the Probate Judge "*to designate a site*" for the School-house in the new district, or sub-district, established by them.

Some change is made in the maximum rates of tax levy, but excepting in Cincinnati and in Cleveland, seven mills is still the limit.

Judges of election decide, by lot, a *tie in election of directors*, as well as in election of members of a board of education. Section 3978.

By consulting sections 3982 and 4020 it is seen that a board of education can adopt text-books for the use of its schools only at a "*regular meeting*" and by an affirmative vote of a majority of all its members, the roll being publicly called.

Section 3986 inserts a statute previously in force, authorizing boards of education to take measures to secure the vaccination of pupils.

The exception of township boards, from the section authorizing boards of education to appropriate a stated sum yearly for the purchase of "*books other than text-books*," is stricken out. Sec. 3995. In the succeeding sections of the chapter the library laws are collated.

In Sections 4023 and following, is what is called the Compulsory law, somewhat mended.

Section 4056, read in connection with Sections 4042 and 3974, shows that treasurers of township boards, village boards, and boards of special districts may receive as compensation for service, as much as one per centum on the money disbursed on orders of the board. The new feature is that this officer may be paid for his service even when he is a member of the board.

Upon making out a monthly report and presenting it to the clerk along with a certificate of service from the directors, and his certificate from the county examiners, or a certified copy thereof, a teacher may draw his salary monthly. See Sections 4018 and 4051.

"Reasonable compensation" allowed to county auditors for service under the school title is limited by Sec. 4064 to five dollars instead of ten for each school district.

The State Board of Examiners are required, Sec. 4066, to keep a record of proceedings. This requirement causes such record to be competent evidence in a court of law as to the matters to be kept therein.

Sec. 4073 fixes the terms for which County examiners may grant certificates, viz., six, twelve, eighteen, twenty-four, and thirty-six months. Surely one grade too many, and I here request county examiners not to grant eighteen-month certificates. Village and city boards of examiners are empowered to grant certificates for one, two, and three years. If the county boards heed my request above, they can still grant certificates of all the grades granted in cities, and have the first, or lowest, grade left for trial certificates.

Sec. 4085 is new. "No board of county, city, or village examiners shall have more than one member connected with the same school." That is, if a person connected with a certain school is a county examiner, any other person connected with the same school is ineligible to appointment or service on the same board.

Under Sections 4093 and 4094 associations of teachers of several adjacent counties—union graded-school institutes, we may call them—may receive certain funds from the boards of city, village, and special districts within such counties, although they may not continue in session four days. They must make report, however, as required in Sec. 4094 of other institutes.

These appear to be all the new legislation relating to schools, which takes effect January 1, 1880.

It is to me a source of much regret, that the volume of "Ohio School Laws," prepared early in the summer with notes, forms, etc., is not ready for distribution. It has plodded its way through the hands of the State Printer, and is now resting at the bindery.

A proof that human nature is a very persistent thing may be drawn from the fact that in the "Ohio School Laws," published in 1858, there is a notice complaining of the annoying delay after the volume left the Commissioner's hands, which would be just the thing to use again at this time.

EDITORIAL DEPARTMENT.

The Pomeroy decision (page 413) conflicts with that of the Supreme Court of Ohio in the Defiance Case (See 29 Ohio State Reports, p. 89), in which action was brought against both Board and Superintendent for suspending a pupil for failure to have a rhetorical exercise. The Court decided that the rule of the Board was reasonable, and that neither the Board nor Superintendent was liable for damages.

—It is pleasant to be commended even when we feel that the commendation is too strong. A prominent educator who is the editor of a prominent educational journal thus writes in a postscript to a private letter:—"Your Journal like old apples, grows better flavored and mellows with age. It is as it has been the best edited educational Monthly in the United States. Fact." Some time ago a teacher sending in a club for the *Monthly* explained why the club was not larger by saying that the *Monthly* is "too high-toned." The difference between the young teacher who is barely able to secure a six-months' certificate and the experienced and scholarly educator is immense. It is utterly impossible to please teachers all along the line. It is certainly better to erect a standard above the average teacher than one below him. The great difference in the qualifications of teachers is, no doubt, the cause of the many attempts to establish school journals to meet their varied wants. Every attempt has its influence. No school journal that has ever been started has been so weak that it has not been worth its subscription price to some of its readers. The saddest thing in school-journalism is the fact that the journals are so short lived. Some one has said that the average age of school periodicals is about three and one-half years. In view of this lamentable fact we are compelled to exclaim mentally when a new educational or teachers' journal comes to our table, "BORN TO DIE!!" This sad exclamation applies to the beautifully-printed, vigorous, and good, as well as to the poorly-printed and feebly good. The three oldest school journals in the United States are the leading school journals of Ohio, Pennsylvania, and Indiana, the Ohio one being established in January, 1852, (virtually in July, 1846), the Pennsylvania one also in January, 1852, and the Indiana one in January, 1856. We hope all our excellent contemporaries may succeed in living as long but judging of the future by the past we fear that some of them will find an early grave. Whether we need more school journals or fewer is a question with two sides to it. One thing, however, is certain, that we need more readers for the school journals. This leads us to a question which we wish to ask our Ohio superintendents, teachers, and school examiners. Do you think you are doing all that you should to give strength to the *Ohio Educational Monthly*, (a journal established by your own act), by vigorous contributions and vigorous personal efforts to extend its circulation?

—IN the November number of "The Canada School Journal" there is an article by Theodore H. Hard, D. C. L., Chief Superintendent of New Brunswick, entitled "LONG OR BUGLE U," which although intended to be very practical and accurate, yet fails to be so from a misconception as to the sound of *u* after *d*, *t*, *n*, *s*, calling it the same as that after *b*, *c*, *f*, *g*, *h*, *m*, *p*, and *v*, that is making *u* in each case the same as *yoo*. It is not proper to pronounce *dew* either *doo* or *dyoo*.

—THE time for teachers to decide what non-professional periodicals they shall take is at hand. We desire to call especial attention to SCRIBNER'S MONTHLY, and ST. NICHOLAS. The success of these periodicals has been wonderful. No verbal description of them can convey a definite idea of their character. The ATLANTIC MONTHLY still keeps up its high literary character, and the POPULAR SCIENCE MONTHLY is unsurpassed in its sphere. Our readers should also read the advertisement in this issue of LITTELL'S LIVING AGE, which is a weekly that gives the choicest selections from the English Monthlies and Quarterlies. The ECLECTIC MAGAZINE is a monthly made up chiefly of selections from English periodicals.

—THE following letter from W. W. Ross will explain itself and set in the best light the claims of Lakeside for the next meeting of the Ohio Teachers' Association.

"NEXT STATE TEACHERS' ASSOCIATION.—Chautauqua has been suggested as a suitable place for the holding of the next State Association.

We fail to see the necessity or propriety of going outside of the State when we have a resort within the limits of the State that equally and more strongly commends itself as a desirable place for the sessions of the Association,—and that is "Lake Side." Put-in-Bay has always proved a very satisfactory place for previous sessions.

In our opinion Lake Side presents advantages in many respects superior to those at Put-in-Bay. It affords equal facilities in the way of boating, fishing, and bathing. It is cooler here by several degrees. A fine breeze is always blowing. There could be no better place for public meetings than the open, airy, cool, and forest-surrounded auditorium at Lake Side. There are forests with every variety of tree and shrub, still larger areas of grove-dotted prairie for beautiful drives, and miles of beach for promenades and exploration. In case of a storm Lake Erie puts on, at the Government Life-Saving Station at Marble Head, close by, her loftiest moods.

Lake Side can be reached by boat in four hours from Toledo, and in an hour's passage from Sandusky, and by those who shrink from lake travel, by a seven-mile drive from the nearest R. R. Station. Put-in-Bay and Kelly's Island are in plain sight only a few miles distant, and can be visited any day in less than an hour's sail by those who choose to do so. Excursions can be gotten up to any point on the Lake for a nominal sum.

With the large hotel capable of accommodating two hundred and fifty guests and two hundred cottages, it would seem there could be no question as to suitable accommodations. Reductions will be made so that hotel charges including every thing will not exceed \$1.25 or \$1.50 per day or from \$6.00 to \$8.00 per week. It will be still less for those who choose to rent cottage rooms with day boarding at hotel or restaurant, and those who choose to rent cottages and board themselves can live as cheaply as at home. Expenses need scarcely exceed one-half what they would at Put-in-Bay or Chautauqua.

There is an effort to make Lake Side a summer educational centre and resort,

a western or Ohio rival of Chautauqua, and it should receive home encouragement. In view of these and other considerations we would respectfully urge upon the teachers of Ohio, and their Executive Committee, the propriety of selecting Lake Side as the place for the next meeting of the Association."

W. W. ROSS.

"You may succeed in life without learning anything about this subject," said a teacher to a careless pupil, "but you can never accomplish anything useful without a habit of diligence." What branches the pupil is studying is of less importance than the manner in which he pursues them. It is well to have the instruction in our schools as "practical," as closely connected with the activities of life as possible, but any course of study faithfully followed will tend to form two habits most important in a citizen, obedience to law and diligence in business. Of him who wanders aimlessly among elective studies it may truly be said, "Unstable as water, thou shalt not excel."

M. R. A.

Even a "fine-spun theory" may prove the Ariadne's thread to lead us through the labyrinth of ignorance and prejudice. A.

When Americans sneer about the lack of "ripe scholarship" in this country, one is led to ask, Are great specialists of more value to a nation than a race of free men? The world can dispense with an aristocracy of Culture as well as with one of Caste. The village school, where boys and girls of every class meet upon a common level, and where they learn the first lessons of citizenship, is worth more to this country than Oxford, Cambridge, and Berlin combined. He is best educated who is best fitted to do his whole duty in life.

A.

CIRCULAR LETTER.

To the Teachers of the State of Ohio:

The desirableness of the establishment of a State Normal School has been deeply impressed on the minds of the educators of Ohio, ever since Samuel Lewis was State Superintendent of Schools. Such a school is a want yet to be supplied. Public sentiment needs to be aroused on the question. As Trustees of the Ohio Central Normal School, which we believe from its history thus far is capable of doing a work that will in a large measure compensate the want of an institution under the control of the State, we have authorized Prof. John Ogden, the Principal of the school and well known as an educator of high standing and long and successful experience, to present to the people of Ohio the value of professional schools for the training of teachers, believing that by so doing he will not only promote the interests of the institution over which he presides, but the interests of education in general.

We therefore commend Prof. Ogden to the courtesies of an intelligent public, and ask for his views that consideration their importance demands.

Very Respectfully,

Rev. CHARLES H. YOUNG,
Rev. B. CROOK,
Rev. JOHN L. GAGE,
Rev. W. R. PARSONS.
Local Board.

THOS. W. HARVEY,
A. SCHUYLER,
JOHN HANCOCK,
W. G. WILLIAMS,
R. W. STEVENSON,
GEO. S. ORMSBY.

Trustees Ohio Central Normal School

Worthington, O., October 8, 1879.

EDUCATIONAL INTELLIGENCE.

- THE enrolment in the Public Schools of Sidney is over 800.
- THE enrolment in the Public Schools of Norwalk, Ohio, is 880.
- THE students of Ohio University now publish a monthly magazine.
- THE enrolment in the Public Schools of Washington C. H. is over 700.
- THE Michigan Teachers' Association will meet at Lansing, December 29, 30, 31.
- THE Illinois State Teachers' Association will meet in Bloomington, Dec. 29, 30, 31.
- THE West-Virginia State Teachers' Association met at Charleston, August 26, 27, 28.
- THE college buildings at Bethany, W. Va., were nearly destroyed by fire in October last.
- THE Iowa State Teachers' Association will meet at Independence, December 29, 30, 31.
- THE enrolment in the Public Schools of Lebanon, Ohio, is 533. There are ten teachers.
- THE Southeastern-Missouri Teachers' Association will meet in Charleston, Dec. 29, 30, 31.
- THE enrolment in the Piqua Public Schools last year was 1023, in High School 96, tardy marks 840.
- THE Wisconsin State Teachers' Association will hold its executive session holiday week, at Madison.
- THE next meeting of the American Institute of Instruction will probably be held at Saratoga, N. Y.
- THE new State Normal-School Building at Emporia, Kansas, will be ready for occupancy, January 1, 1880.
- “LITTEL'S Living Age” is \$8 a year, (see advertisement), our *Monthly* \$1.50. We send both for \$8.50.
- THE Tuscarawas-County Teachers' Institute will hold a two-day session in Uhrichsville, beginning Dec. 26.
- CALIFORNIA spent last year more than \$3,000,000 for Public Schools, two and a quarter millions going to the teachers.
- “THE Cowley-County Teacher,” is the title of a new four-page, four-column periodical published at Winfield, Kansas.
- THE Indiana Teachers' Association will meet at Indianapolis, Monday evening, Dec. 22, and adjourn Wednesday evening.
- THE Lady Teachers' Association of Cincinnati held a meeting October 4. Papers were read by Miss Graff and Mrs. Ryder.
- MANSFIELD Normal College opened in September, 1879, with one and one-fourth times as many students as in September, 1878.
- GEORGIA is to have the Peabody Normal School which Tennessee loses by a failure to make the necessary appropriations to sustain it.

—THE teachers of Oxford Township, Guernsey County, have an Association. It met at Middletown, Nov. 8, and at Pleasant Hill, Nov. 22.

—“THE Scientific American” is \$3.20 a year, the Supplement \$5.00, both to one address \$7.00. We send these with our *Monthly* at \$4.00, \$5.50, and \$7.00.

—THE Public Schools of Fremont, Ohio, were closed the last two weeks of October as a precautionary measure against the spread of diphtheria prevailing there.

—THE Annex (the jocular name for the Harvard Girls' Department) opened with twenty-five students, whose average age is greater than that of the Harvard boys.

—*The Natural Method* is the title of a little 4-page sheet of which No. 1 was issued in November by S. M. Stern, successor to Dr. L. Sauveur in the New-York-City School of Languages.

—THE Arkansas State Teachers' Association will meet in Little Rock, Dec. 29, 30, 31. The teachers of Missouri, Mississippi, Tennessee, Kansas, Texas, and Louisiana are invited to be present.

—*Teachers' Advocate* is the title of a new monthly school journal, the first number of which was issued in October, at Mercer, Pa.; G. E. Little & Co., Editors and Proprietors. It makes a neat appearance.

—THE schools of Kent are so crowded that the Town Hall has been called into requisition. Probably a new school building will be erected next year. Pupils in the High School are required to practice writing daily.

—A RESOLUTION committing the Central Ohio Teachers' Association to the propriety of holding the next meeting of the Ohio Teachers' Association within the State was lost by a vote of 33 to 37. This looks Chautauquaish.

—THE “Butler-County Democrat” of November 6, contains Sup't L. D. Brown's report of the Hamilton Public Schools for the year ending August 31, 1879. The enrolment was 1907. There were 1051 attending private schools.

—THERE are in Chicago 118 half-day schools, with an enrolment of 6,851. The enrolment in all the Public Schools is 46,307, 1,357 being in the High Schools, and 9,083 in the Grammar Schools. The number of teachers is 870.

—OTTERBEIN University seems to be prospering (130 students). The winter lecture course includes lectures from Francis Murphy, A. J. Knight, Hon. E. R. Page, Miss F. E. Willard, Hon. Schuyler Colfax, and Dr. John Hancock.

—THE *Pacific School and Home Journal* has decided to “follow the rules for the new spelling, as adopted by the American Spelling-Reform Association.” We commend its decision and are seriously considering what we shall do.

—ONE of the best newspaper exchanges we get is “*The Citizens' Press*” of Caldwell, Ohio. It is sound on school questions. The way it goes for the Caldwell school-house is amusing. Caldwell ought to have had a new school-house long ago.

—TEACHERS can obtain a copy of the *Scholar's Companion*, *free*, by sending their names to E. L. Kellogg & Co., 17 Warren St., N. Y. This is the holiday edition, and is to be sent to 50,000 schools to be distributed to the meritorious scholars, Dec. 12.

—“THE Massillon Weekly American” of October 22, 1879, contains a “History of the Massillon Union Schools prepared by Mr. E. A. Jones for the Centennial School History of Ohio, 1876, with later Corrections and Additions.” This history is full of interest.

—THE “Western Advertiser” published at London, Canada, says, “Each of the Toronto Public Schools is to be supplied with a rubber strap fifteen inches long and one and a half inches wide, to be used as the only instrument in administering corporal punishment.”

—OUR notice of the cabinet of fossils of Van B. Baker, of Sidney, Ohio, in the October number brought him a purchaser. He now offers over 600 specimens of Indian and Mound relics, consisting of spearheads, darts, tomahawks, slate implements, curiosities, etc., etc., for \$35, cash C. O. D.

—THE Report of the Cincinnati Public Schools for the month ending October 17, shows a total enrolment of 27,633. There were in the High Schools 1,169, Hughes, 519, Woodward, 591, Gaines, 59. Not included in the total enrolment were 78 in the Normal School and 40 in the Deaf-Mute School.

—FOUR night schools, under charge of Messrs. Stokey, Yohe, Chapman, and Rockhill, have been opened in Canton, Ohio. Attendance over 160. The attendance in the day schools is now more than 200 larger than the corresponding time in any previous year. Tardiness is on the decrease, although excellent results had been reached last year.

—THE Third Ohio Congressional District Teachers' Association will be held in Dayton, on Saturday, December 6th, 1879. This meeting will be held in the interest of the ungraded schools of the district. Optional County Supervision will be urged as the first step to be taken to improve the schools not supervised. L. D. Brown is the Vice-President of the Ungraded Section of the O. T. A. for the 3d District.

—“THE last meeting of the North Central Teachers' Association was a very pleasant and profitable one. Excellent addresses were made by Sup't Manley of Galion, Principal J. E. Williams of the same place, Prof. J. C. Ridge of Cincinnati, and Sup't T. J. Mitchell of Mt. Gilead. About one hundred teachers were present from the surrounding towns and the exercises seemed to give satisfaction to all. The citizens of Iberia showed their hospitality by entertaining the visitors from abroad.”

—THE previously-announced program for the meeting of the Warren-County Teachers' Association, at Harveysburg, Nov. 15, was as follows:—“Grammar or Language,” Miles Brown; “Things Needful,” F. M. Cunningham; “Teachers' Influence,” G. J. Graham; “Some Educational Problems,” H. Bennett; “Geographical studies,” B. A. Hathaway; “Practical Elocution,” F. W. Steddom; “Educational Value of the Imagination,” Pres. D. W. Dennis of Wilmington College.

—THE Ohio College Association will hold its next meeting at the

Ohio State University, Columbus, the session beginning Monday evening, Dec. 29th, and closing at 12 M. Wednesday the 31st. President Schuyler will deliver the Inaugural Address Monday evening:—"The Empirical and Rational Elements of Philosophy." Programs will be ready for distribution Dec. 1st. President B. A. Hinsdale of Hiram, Ohio, is Chairman of the Executive Committee.

—THE Knox-County Teachers' Association met at Milwood, November 1. The forenoon session was occupied by Messrs. Allbritain, Lyons, Kennon, and Lhamon, on the methods of teaching spelling. After dinner, Prof. Rowlen spoke on "Opening School in a Strange Place." Wm. Lhamon and Prof. E. T. Tappan both spoke at some length in favor of "County Supervision." H. W. Kennon presented the subject of "Thoroughness." Mr. Welker of the Milwood Board of Education, urged the adoption of a uniform system of text-books throughout the county. Miss Wright read a very instructive paper on the best method of teaching spelling."

—THE previously-announced program for the first session of the teachers of the counties of Hancock, Seneca, Wyandot, and Hardin, at Forrest, Nov. 15, was as follows:—"Synthesis and Analysis," D. E. Niver; "Mathematical Geography," E. L. Mumma; "Value of Composition Writing," R. L. Miller; "Teaching and Training," J. W. Zeller; "School Government," E. P. Dean; "Literature in Common Schools," Mollie Schoonover; the discussions to be opened respectively by T. C. Ferguson, W. C. Gear, U. G. Stringfellow, H. S. Lehr, A. G. Crouse, and J. W. Knott.

—THE Northern Central Clermont-County Teachers' Association met in Batavia, Nov. 10. The program was:—Writing, S. A. Muchmore; Primary Reading, Annie Halse; Primary Grammar, Mrs. Mary Lane; The Metric System, F. M. Allen; Advanced Grammar, W. D. Gibson; evening session, The Aims of Education, Lillie Clark; and off-hand speeches from G. L. Swing, R. J. Bancroft, W. R. Walker, Judge Cowen, Dr. J. C. Kennedy, M. Jamieson, and Cap't Manning. Music was furnished by the Glee Club of the Batavia Public Schools. The meeting was largely attended, especially by citizens.

—THE Portage-County Teachers' Association met at Garrettsville, November 1. E. E. Fairbanks presented the subject of "Writing in the Country Schools." The paper was discussed by Messrs. McCall, Thomas, Herd, and others. Mrs. M. M. V. Ross gave a "First Lesson in Percentage" to a class of pupils from her school. J. N. McCall read a paper on the "Objects of English Grammar and Defects in Teaching it." The paper was discussed by Messrs. Griffith, Herd, Wright, Norton, and others. W. W. Patton talked on "Organization and Discipline." Music was furnished by the teachers and pupils of the Garrettsville schools. Adjourned to meet the first Saturday in December.

—THE previously-announced program for the meeting of the Eastern Ohio Teachers' Association at Zanesville, Nov. 28, 29, was as follows:—"Welcoming Address," Mayor W. C. Blockson; "Inaugural Address," by J. M. Yarnell; "Teachers' Opportunities and Obligations," J. T. Duff;

"Good English in our Public Schools," Miss M. W. Sutherland; "____" J. C. Hartzler; "The Live Teacher," Rev. G. F. Moore; "____," the Hon. J. J. Burns; "Higher Education, Pres. W. B. Bodine; "The Experimenter in the Schoolroom," J. P. Patterson; "Select Readings, Miss A. R. Luse; "The Spirit of the Teacher," Pres. W. H. Scott; "Spectacular Education," M. R. Andrews.

—THE Butler-County Teachers' Association met in Hamilton, November 15th. Program:—"Inaugural Address," L. D. Brown; "Hints to Young Teachers," D. P. Nelson; "Primary Reading," W. H. Stewart; "Examinations," J. P. Sharkey; "English Composition," Miss H. H. Ringwood. The papers were discussed by Rev. J. W. Bain, J. B. Munger, B. G. Starr, J. A. Baker, and others. The music was furnished by the pupils of Jas. W. Overpeck's school, led by Prof. W. H. Aiken, of Cincinnati. Adjourned to meet in Hamilton the third, Saturday of January, 1880.

—THE Hamilton-County Teachers' Association met in Cincinnati Nov. 7. The Rev. B. W. Chidlaw of Berea, Ohio, delivered an address. He claimed to have taught in the first school-house built in Delaware County. He made an urgent appeal in favor of reclaiming truants. E. C. Ellis, H. B. M'Clure, E. L. Agin, and G. A. Carnahan, discussed the "Examination of Teachers," L. A. Knight spoke on "Mental Arithmetic," and Florien Giauque read a paper on "Switzerland." Mamie Fields sang a solo, "When the Joys of Youth." Singing from "Every-Day Songs" was led by J. M. Miller. A hearty vote of thanks was given to Mr. Giauque and Miss Fields.

—THE Knox-County Teachers' Association met at Martinsburg, Oct. 18. O. Larison read an essay on "True Culture." Question; "*Resolved that the Spelling-book, in its present use, may well be excluded from our Schools,*" opened up by Prof. Rowlen, and discussed at some length by Messrs. Kennon, Welsh, Vanvoorhes, and Lyons. Prof. Marsh very ably followed it up in the afternoon, suggesting a happy medium between the old and the new. Prof. Hoyer, of Millersburg, spoke on "Penmanship." Last and best, was Prof. Tappan on "Home Training." The exercises were interspersed with appropriate and well-executed music by the choir. Strangers were kindly received and well entertained by the citizens of Martinsburg.—CANDACE LHAMON, *Secretary.*

—THE Warren-County Teachers' Association met at Franklin, October 11. J. F. Lukens spoke on "Teachers' Culture." The subject was discussed by F. M. Cunningham, T. A. Pollok, W. S. Stevenson, and W. C. Reeder. T. A. Pollok spoke on "Some Ways of Teaching Science in Common Schools." The subject was discussed by W. S. Stevenson. Mary E. Stevens read an essay on "Beauty in the School-room," which was discussed by Messrs. Cunningham, Pollok, and Lukens. Prof. G. S. Baily spoke on "Natural History and Natural Science in our Courses of Study." The subject was discussed by Messrs. Lukens, Reeder, and Cunningham. Adjourned to meet in Harveysburgh, November 15.

—THE Trumbull-County Teachers' Association met in Warren, October 18. O. M. Woodard read a paper on "Spelling and Pronunciation,"

which was discussed by M. S. Campbell, L. L. Campbell, Chas. Loomis, E. F. Moulton, and many others. L. L. Campbell read a paper in which he advocated the consolidation of school districts. The paper was discussed by W. I. Davenny and others. M. S. Campbell's paper on "Moral Training" was discussed by L. L. Campbell and R. McMillan. Officers elected:—President, O. M. Woodard; Vice-President, N. B. Halstead; Secretary, Lizzie F. Benington; Executive Committee, Chas. Strock, T. H. Bulla, and L. L. Campbell. Adjourned to meet at call of Executive Committee.

—THE Teachers' of Fayette County met in Washington C. H., Oct. 18. B. F. Jackson read a paper on "Pronunciation;" W. F. Coleman talked on English Grammar, J. P. A. Dickey gave reminiscences of his school days; W. A. Lindsey read a paper on "Science in our Common Schools;" H. H. Edwards spoke on History, Mrs. M. J. Trumper read a paper on "What Pay," and Col. Maynard spoke in behalf of the Teachers' Journal. They adjourned to meet in Jeffersonville, Dec. 13, the program for the meeting being as follows:—Address by J. J. Worthington; "The Progress of Science," H. Jones; "On Literary Societies," Linnie Crow; "The Globe and its Uses," J. P. Patterson; "Shall Boards of Education have the exclusive right to fix the Teachers' Salary," Mrs. H. V. Buhlow.

—THE Mahoning-County Teachers' Association met in Canfield, Nov. 8. Charles Lynch read a paper on "Incentives to Study," which was discussed by M. S. Campbell. Addresses were delivered by W. D. Henkle, John Ogden, and the Hon. J. J. Burns. Officers elected:—President, M. S. Campbell; Vice-President, Huldah Richards; Secretary, Mary A. Hine; Treasurer, R. W. Dickson; Executive Committee, Byron S. Helman, J. A. Leonard, and Maggie Boggs. The meeting, though small, was a good one. Muddy roads no doubt prevented a large attendance from the country. The whole number in attendance was 47, Youngstown Township furnishing 13 teachers, and Mahoning Township 10 teachers and 5 citizens. An excellent report of this meeting appeared the next week in the *Youngstown Register and Tribune*.

—W. H. COLE, of Marysville, writes under date of Oct. 21:—"The Educational Department in our County Fair was a decided success. The local and Cincinnati papers spoke of it in terms of high praise. The display consisted of examination papers in Arithmetic, Algebra, History, Geography, Grammar, Spelling, Map-Drawing, Charts or outlines prepared by pupils, pursuing the study of Physiology, model programme of daily exercises for ungraded schools, papers on methods of teaching, collections of prepared flowers, three geological collections, collection of stuffed animals and birds, and specimens preserved in alcohol, collections of Indian relics, an archaeological collection, and a contest in declamations. Diplomas were awarded for meritorious work and for scientific collections. The Department was one of the most attractive features of the Fair, and we have no doubt will do much good in the way of stimulating educational enterprise in the county.

Our schools opened last month with a larger attendance than ever before in the history of the schools. Out of an enrolment of 484 we had

but 18 cases¹ of tardiness within the month, and an attendance of 96 per cent."

—At the meeting of the Central-Ohio Teachers' Association in Columbus, October 24, 25, the Association was welcomed by Henry Olnhausen, President of the Board of Education. The response was made by H. A. Axline. Miss Jane W. Blackwood's Inaugural Address was followed by an address by the Hon. J. J. Burns on "Practical Education." The subsequent exercises were as follows:—"The Value of Composition Writing," Miss H. H. Ringwood; "Symmetrical Culture," W. J. White; "The Natural in Education," W. Reece; "The Microscope in the School," Prof. A. H. Tuttle; "Principles of Elocution, presented by Charts and Reading," W. H. Cole; "Higher Education and the State," W. H. Scott, discussion opened by W. Richardson; "The Ideal Public School," Ella Simpkins; "Opposition to Liberal Culture," C. W. Bennett, discussed by John Hancock and E. S. Cox. Officers elected:—President, W. J. White; Vice-Presidents, F. J. Barnard, Esther Widner, and Mrs. F. W. Case; Secretary, J. M. Goodspeed: Executive Committee, C. W. Bennett, W. Richardson, and Mrs. W. H. Robinson. We hope this committee next year will arrange a program in time to have it published in the *Monthly* before the meeting. The program this year was excellent but too full for proper discussion. Among those present not named in the program were L. D. Brown, R. W. Stevenson, J. M. Goodspeed, J. P. Patterson, Geo. W. Welsh, J. W. Dowd, G. S. Ormsby, A. C. Deuel, C. L. Loos, E. E. Spalding, J. M. Withrow, J. W. Mackinnon, J. M. Yarnell, etc. Whole attendance, about 400.

PERSONAL.

- J. E. BAKER is serving his third year at West Cairo, Ohio.
- W. T. JACKSON, Ph. D., is Principal of the Fostoria Academy.
- J. P. SHARKEY has charge of the Public Schools of Monroe, Ohio.
- W. C. REEDER is now Principal of the Franklin (Ohio) High School.
- J. M. McGINNIS continues in charge of the Public Schools of Caldwell, Ohio.
- W. F. HARPER has taken a position in the Kansas Normal College, at Fort Scott.
- JOSEPH DESHA PICKETT is the newly-elected State Superintendent in Kentucky.
- A. A. CLARK is editor of the Educational Column in the St. Clairsville (Ohio) Gazette.
- THE Rev. Alfred Owen, D. D., is now President of Denison University, at Granville, Ohio.
- R. M. STREETER, of Toledo, Ohio, has taken charge of the Public Schools of Titusville, Pa.
- M. E. HARD has succeeded E. E. Spalding as Superintendent of the Public Schools of Gallipolis.

—L. W. SHEPPARD is Principal of the Public Schools of Uniontown [Post Office, Fultonham], Ohio.

—W. H. RAY is serving his third year as Superintendent of the Public Schools of Uhrichsville, Ohio.

—O. F. SERVISS, Principal of the Western School, Springfield, Ohio, has devised an ingenious School Register.

—F. M. CAMPBELL, of Oakland, will next month succeed the Hon. Ezra S. Carr, as State Superintendent of California.

—H. H. SMITH, of Houston, Texas, has succeeded B. Mallon as Principal of the new Normal School at Huntsville, Texas.

—VAN B. BAKER has been appointed one of the County Examiners of Shelby County. His term of service began in July last.

—JACOB ABBOTT, the well-known writer of juvenile literature, died at Farmington, Me., October 31, in the 76th year of his age.

—DR. ALSTON ELLIS, of Columbus, was announced to deliver an address before the Central-Kentucky Teachers' Association, November 28.

—AMBROSE BLUNT, who was Principal of the High School of Salem, Ohio, in 1869-1871, is at the head of the Public Schools of Goshen, Ind.

—RUTH MORRIS, last year a teacher in the Cleveland Normal School, has been elected to a position in the Indiana State Normal School, at Terre Haute.

—THE REV. W. Colegrove, D. D., author of the grammar noticed by us some time ago, has resigned the presidency of West-Virginia College at Flemington.

—RICHARD PARCELL, years ago a teacher in the Normal School at Lebanon, Ohio, has taken unto himself a wife. He has for years been a resident of Boston.

—MISS YARNELL, of Wooster, a teacher in the Delta (Ohio) Grammar School, died of typhoid fever November 5. She had taught with credit in Delta for a year and two months.

—WALTER H. AIKEN, the special teacher of music in the Public Schools of Hamilton, Ohio, has been elected to fill a similar position with an increased salary in the schools of Cincinnati.

—PROF. R. B. WARDER, of the University of Cincinnati, Ohio, has accepted the Professorship of Chemistry and Physics in Haverford College, Pa. This college is under the control of Friends.

—SARAH HOXWORTH taught twenty-three years in the late School building of Massillon, closing her labors in 1872, beginning them in the Primary Department and ending them in the High School.

—BERNARD MALLON, so long Superintendent of the Public Schools of Atlanta, Ga., but recently at the head of the new State Normal School, at Huntsville, Texas, died at Huntsville, October 23, after a two months' residence.

—THE Hon. E. P. Weston, formerly State Superintendent of Public Instruction in Maine, but latterly at the head of the college for women, at Highland Park, Ill., died a short time ago. He was buried at Gorham, Me.

—ALFA HAWTHORNE, a teacher at Jones's Station, Butler County, but a resident of Hamilton, was run over and killed by the cars on the morning of November 10. She was a lady highly esteemed, and gave promise of great usefulness as a teacher.

—LAURENCE SLUTER BENSON has issued a 17-page pamphlet entitled "Mathematics in a Dilemma," Blunders of Mathematicians. He undertakes to show "that mathematicians have been blundering for twenty-three hundred years in their first inception of Geometry, and throughout all the deductions therefrom." What a pity!

—AARON GOVE, Superintendent of the Public Schools of Denver, Col., has sent us a neat 15-page brochure, entitled "Suggestions for a Course of Reading, prepared for the Denver High School." It was prepared by Jas. H. Baker, Principal of the High School. All the books referred to are found in the Denver Public-School Library.

—E. E. SPALDING, G: S. Ormsby, J: C. Ridge, L. A. Knight, S. G. Cosgrove, C. C. Douglass, P. O. Philips, J. C. Barney, all of whom have superintended schools in Ohio, have entered the army of book agents. Some of them have been in service some time, and others are new recruits. Book publishers are always on the lookout for energetic teachers for agents.

—THE Hon. J. J. Burns has sent out an interesting blank for the collection of "Special School Statistics," the result of the returns to be published five or six months in advance of the School Report. One of the items is the one we suggested some time ago, namely, the whole number of graduates, boys and girls, in the High Schools of the State, to date.

—CHRISTINE LADD, who is a frequent contributor to mathematical journals, is a young graduate of Vassar College. She has been invited by the trustees of the Johns-Hopkins University to continue her studies there, they allowing her an annual stipend equal to a regular fellowship. She has also been asked to pursue a special course at Harvard, under Prof. Peirce.

—THE Hon. Caleb Mills, of Wabash College, Crawfordsville, Indiana, who was State Superintendent in Indiana in 1854 and 1855, died October 17, 1879. He was born at Dunbarton, N. H., July 29, 1806. He was connected with Wabash College from 1833 to his death, except in 1854 and 1855. Prof. Mills assisted in organizing the Indiana State Teachers' Association in 1854. It was then we first met him. We met him last at Louisville, in 1877, when attending the National Educational Association, of which he then became a life member.

—FLORIEN GIAUQUE, formerly a prominent Ohio teacher, whose recent work on the Laws of Election in Ohio, is referred to in our book notices, has been, since he quit teaching, actively engaged in editing legal

works. When we were State Commissioner we countersigned his State Certificate, when Dr. I. W. Andrews, Dr. Theo. Sterling, and Cap't Wm. Mitchell were examiners. This certificate contained in it the following-named branches:—“Orthography, Reading, Penmanship, Arithmetic, Geography, English Grammar, U. S. History, General History, English Literature, Physiology, Botany, Elementary Algebra, Plane Geometry, Natural Philosophy, Latin, Greek, French, Trigonometry, Surveying, Astronomy, Mental Science, Moral Science, Logic, Rhetoric, Geology, Chemistry, and Political Economy. We doubt whether any other state certificate yet issued contains so many specified branches.

INSTITUTES.

COLUMBIANA Co.—Place, Columbiana; time of beginning, Nov. 3; duration, one week; enrolment, gentlemen, 46, ladies, 57; instructors, E. T. Tappan, Maria L. Sanford, and Elijah A. Burns; evening lecturers, Maria L. Sanford, E. T. Tappan, and the Hon. J. J. Burns. There was a social on Monday evening. Officers elected:—Pres., C. C. Davidson; Vice-Pres., Lauretta Barnaby; Sec., Lizzie Nelson; Ex. Com. G. N. Carruthers, J. W. Dorrance, and C. B. Stanley. Officers elected for organizing two County Associations, one for the northern and one for the southern part; for the northern, F. H. Umholtz, C. C. Davidson, and G. W. M'Ginnis, Ex. Com.; for the southern, J. L. M'Donald, Lauretta Barnaby, W. G. Martin, Ex. Com., the first named in each group to act as president, and the second as secretary. The time of the first meeting of these Associations was fixed for Nov. 29. The Institute adjourned to meet Nov. 8, 1880, in Hanoverton.

ALLEN Co.—Place, Lima; time of beginning, Aug. 25; duration, one week; enrolment, 128; instructors, T. W. Harvey, G. W. Walker, S. C. Patterson, and J. E. Baker; evening lecturers, the Hon. J. J. Burns, and T. W. Harvey. Officers elected:—Pres., S. D. Crites; Vice-Pres., S. C. Patterson; Sec., J. E. Baker; Ex. Com., G. W. Walker, A. M. Baker, O. Poling, P. H. Fackler, and James Bailey.

LAKE COUNTY.—Place, Madison; time of beginning Nov. 3; duration, one week; enrolment, 126; instructors, T. W. Harvey, I. M. Clemens, W. W. Gist, assisted by John Ogden, the Hon. J. J. Burns, S. D. Barr, and Pres. B. A. Hinsdale; evening lecturers, T. W. Harvey, S. D. Barr, J. J. Burns, and B. A. Hinsdale. Friday evening was devoted to the bi-monthly meeting of the Lake-County Teachers' Association. Papers were read by A. G. Reynolds, and Georgiana Smith, which were discussed by Messrs. Harvey and Clemens. The Institute was considered one of the best ever held in the county.

WAYNE Co.—Place, Smithville; time of beginning, Oct. 20; duration, one week; enrolment, 200; principal instructors, Alston Ellis, and Mr. Luse (Music). Officers elected:—Pres., J. A. Gardner, Vice-Presidents, L. Martin, Z. E. Rutan, and D. Torbert; Sec., Maria Sheeley; Ex. Com., County Examiners, *ex-officio*. Institute one of the best ever held in the county. Adjourned to meet in West Salem, one year hence.

MONTGOMERY Co.—In report in October number the names of the Hon. J. J. Burns, Robert W. Steele, Esq., Rev. E. S. Chapman, Dr. Conklin, and Pres. Ed. Orton were omitted as lecturers.

GREENE Co.—Place, Xenia; time of beginning, July 14; duration, one week; enrolment, about 120; instructors, W. G. Williams, J. B. Peaslee, and C. L. Clippinger.

STARK Co.—Place, Massillon; time of beginning, October 20; duration, one week; enrolment, — doubtless large; instructors, T. W. Harvey and

D. F. De Wolf; evening lecturers, the Hon. J. J. Burns, T. W. Harvey, and D. F. De Wolf. We have no report of this institute. We make out the above from personal knowledge gathered from our presence on Monday evening to hear Mr. Burns's lecture.

FULTON Co.—Place, Wauseon; time of beginning, October 27; duration, one week; enrolment, —; instructors, D. F. De Wolf, J. E. Sater, John McConkie, T. W. Harvey (Thursday and Friday), J. C. Ridge (Thursday), J. J. Burns (Friday); evening lecturers, John McConkie, D. F. De Wolf, Mrs. Mary A. Livermore of Boston, T. W. Harvey, and the Hon. J. J. Burns. On Thursday Miss Hayes recited "The Polish Boy," and on Monday evening essays were read by John Cuff (County Supervision) and Bartlett Thompson (Teacher's Qualifications and Means of Improvement). Five numbers of an Institute Daily were issued. They contained the evening lectures and essays, except Mr. Harvey's. The Institute Daily will be continued as a Monthly until the next Institute when it will again appear as a daily. Officers elected:—President, J. E. Sater; Vice-Presidents, Wm. Tait, H. G. Prettyman, W. P. Cowan; Executive Committee, A. H. Smith, Mrs. Riddle, and John McConkie. The Committee was elected by ballot, the others by acclamation.

BOOK NOTICES.

AMERICAN HEALTH PRIMERS. The Throat and the Voice. By J. Solis Cohen, M. D., Lecturer on Diseases of the Throat and Chest in Jefferson Medical College, and on Physiology and Hygiene of Voice in the National School of Elocution and Oratory. Philadelphia: Lindsay & Blakiston, 1879. Pages 159. Price bound in cloth 50 cts.

THE WINTER AND ITS DANGERS. By Hamilton Osgood, M. D., Editorial Staff of the Boston Medical and Surgical Journal. Pages 160. Same publishers and same price.

These are Nos. 5 and 6 of the Health Primers. The first contains fifteen chapters on the throat and nine on the voice, and the second ten chapters, the following being titles of eight of them:—"Dangers arising from Errors in Dress," "Carelessness and Ignorance in Bathing," "Inattention to Pulmonary Food," "Danger from Overheated Air," "Indifference to Sunshine," "Sedentary Life and Neglect of Exercise," "The Dangers of School-Life in Winter," and "Winter Amusements." These primers cannot fail to do much good if widely circulated, read, and heeded.

A TEXT-BOOK OF LATIN ELEMENTS; intended as a Drill-Book for Beginners. And as an Introduction to Nepos, Cæsar, or Virgil. By J. H. Grove, A. M., Principal of the Preparatory Department in the Ohio Wesleyan University. Delaware, Ohio: Elmer Watson, Publisher. 1879. Pages 205. Price \$1.00. Introduction 75 cts. Copies sent to teachers for examination for 50 cts.

This is intended for a one-term drill-book, to be complete in itself and to take the place of the Elementary Lessons and Grammar. The syntax is sufficient for the reading of Cæsar, Nepos, or Virgil. We commend it to the attention of teachers of Latin.

THE METRIC SYSTEM OF WEIGHTS AND MEASURES. By F. A. P. Barnard, S. T. D., LL. D. Boston: American Metric Bureau. 1879.

This is a magnificent octavo volume of 456 pages. It is the third edition with additions and an index of two thousand references. One who masters this book will be ready to give an intelligent reason for his advocacy of the metric system. We commend it especially to teachers who talk on the Metric System in Teachers' Institutes and to all others who wish to keep abreast of the times. It is useless to attempt to give in a brief space the contents of the volume. Orders for it should be addressed to Melvil Dewey, Boston, Mass., 32, Hawley Street.

THE READING CLUB AND HANDY SPEAKER: being Serious, Humorous, Pathetic, Patriotic, and Dramatic Selections in Prose and Poetry, for Readings and Recitations. Edited by Geo. M. Baker. Boston: Lee & Shepard. 1879. Pages 92. Price in cloth 50 cts.

This little book contains fifty selections ranging in time from Hohenlin-den to Mark Twain's "Jim Wolfe and the Cats."

SHAKESPEARE'S JULIUS CAESAR. With Introduction, and Notes Explanatory and Critical. For use in schools and classes. By the Rev. Henry Hudson, Professor of English Literature in the School of Oratory, Boston University. Boston: Ginn & Heath. 1879. Pages 205.

This edition of Julius Caesar is in many respects much more satisfactory than that by Clark. We have taken great delight in Mr. Hudson's notes and critical comments. The book is just the thing for schools and private readers.

AMERICAN POEMS. Longfellow; Whittier; Bryant; Holmes; Lowell; Emerson. With Biographical Sketches and Notes. Boston; Houghton, Osgood, and Company. The Riverside Press, Cambridge. 1879. Pages 425.

This beautiful book bound in crimson cloth contains some of the best of the poems of the authors named and can be turned to excellent account in English-Literature Classes. The poems from Longfellow are Evangeline, The Courtship of Miles Standish, and The Building of the Ship; the ten from Whittier begin with Snow-Bound and end with Maud Muller. There are two selections from Bryant, two from Holmes, four from Lowell, and three from Emerson.

MUSIC MADE EASY. The Rudiments of Music, explained in a concise and novel manner. By Robert Challoner. Easy to be understood by beginners, and designed as a guide and assistance to private teachers, schools, classes, and students in general. Geo. D. Newhall & Co., Cincinnati, Ohio. 1879. Pages 75. Paper sides.

This has the appearance of being a very suggestive and valuable book. It adopts the plan of question and answer.

THE CHILD'S BOOK OF LANGUAGE. Graded Lessons and Blanks for the Natural Development of Language. Introductory to Letters and Lessons. By J. H. Stickney, Late Superintendent Boston Training School; and Head Assistant Boston Normal School. D. Appleton & Co., New York, Boston, Chicago, and San Francisco. 1879. Pages 81. Paper sides.

This is the teachers' edition giving notes for teachers to use in teaching. We have already referred to the beautiful blanks for the children's use.

THE LAWS OF ELECTION IN OHIO, being a Compilation of all Laws of the United States and of the State relating to the Election, by the People, of National, State, County, Township, Municipal, and School Officers, and to the Naturalization of Aliens with Notes of Decisions, Forms, etc. By Florien Giauque, Editor of "Raff's Guide," etc. Cincinnati: Robert Clarke & Co. 1879. Pages 260. Price \$1.50.

The editor of this book is a lawyer from the teachers' ranks. He practices law in Cincinnati but still takes an interest in the teacher's profession. He holds a State certificate. See personal reference. The book the title of which is given above is as full of matter as an egg is of meat. Most books have many useless sentences and even paragraphs. In this every sentence is necessary to the object in view. A more useful book to every intelligent voter cannot well be imagined. Every teacher should have a copy that he may be able to answer the numerous questions that come up in relation to State and National elections.

WHITE ROBES FOR THE SUNDAY SCHOOL. A Choice New Collection of Songs, Quartets, and Choruses, for Sunday Schools, Devotional Meetings, and the Home Circle. By A. J. Abbey and M. J. Munger. Boston: Oliver Ditson & Co. 1879. Pages 128.

This is a beautiful little book containing 125 songs and Hymns of the "winnowed" kind because sharply criticized and reviewed before publication.

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~~CROWDED OUT.—Several pages of matter in type for this number have been crowded out.~~

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